



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

Commissioner of Education
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June 17, 2014

Revised

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Charles Khoury

NOTE:

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

Annual Professional Performance Reviews

Created 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 Wednesday, January 08, 2014

Updated Monday, June 16, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	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.

	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	District, regional or BOCES-developed assessment	New Paltz CSD developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	New Palz CSD Grade 7 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, 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 percentage of students belonging to each teacher of record who meet their individual SLO growth targets on the District developed Grade 6 Science Assessment and the District developed Grade 7 Science Assessment, respectively. 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	District, regional or BOCES-developed assessment	New Paltz CSD developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	New Paltz CSD developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	New Paltz CSD developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 Grades 6 - 8 Social Studies 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 Social Studies Assessment, respectively. (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, and Geometry 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.	<p>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.</p> <p>(See Chart uploaded in Section 2.11.)</p> <p>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.</p> <p>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), and Geometry Regents 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.</p>
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, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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. Beginning in 2014 - 2015 and beyond, all students will take the NYS Common Core Algebra Regents. 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
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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 ELA Regents, Geometry Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents, Common Core ELA Regents, Geometry Regents
Grade 11 ELA	Regents assessment	NYS Comprehensive and 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, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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. 11th Grade ELA students will sit for the traditional NYS
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Comprehensive English Regents and the NYS Common Core ELA Regents in the 2013 - 2014 school year and the higher score will be used. In the 2014 - 2015 school year and beyond all students will take the NYS Common Core English Regents Exam.

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), and Geometry Regents 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. 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 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. The District is using a uniform HEDI scale to assign points (0-20) to each High School English teacher of record whose course ends in the NYS Comprehensive Regents based upon the percentage of students belonging to each teacher of record who meet their individual SLO growth targets on the Comprehensive English Regents.
(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" .

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 developed 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	Grade 5 NYS ELA Assessment and Grade 5 NYS Math Assessment
Art, Music, Physical Education 6 - 8	School/BOCES-wide/group/team results based on State	Grade 8 NYS ELA Assessment and NYS Grade 8 Math Assessment, NYS Integrated and Common Core Algebra I Regents
French 8	District, Regional or BOCES-developed	New Paltz CSD developed Grade 8 French Assessment
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	NYS Comprehensive English Regents, Common Core ELA Regents, Geometry 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	Grade 5 NYS ELA Assessment and Grade 5 NYS Math Assessment
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	Grade 8 NYS ELA Assessment and Grade 8 Math Assessment and NYS Integrated/Common Core Algebra Regents
All other courses 6 - 8	School/BOCES-wide/group/team results based on State	Grade 8 NYS ELA Assessment and Grade 8 Math Assessment

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

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

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 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 5 ELA and Math which will be combined by being weighted proportionately based on the number of students.
 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 8 ELA and Math and the results of the

Algebra I Regents taken by accelerated Algebra students. The State provided building scores for Grade 8 ELA and Math will be weighted proportionately based on the number of students and combined. The results of the Grade 8 Accelerated Algebra SLO will also be weighted proportionately by the number of students and combined. 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 Integrated 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 8 ELA and Math and the school-wide results of the Algebra I Regents taken by the Algebra I students. The State provided building scores for Grade 8 ELA and Math will be weighted proportionately by the number of students and combined. The results of the Grade 8 Accelerated Algebra SLO will be weighted proportionately by the number of students and be combined with the State provided building scores for Grade 8 ELA and Math. 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.

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), and Geometry Regents to assign HEDI points. 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.

Teachers of all other 6 -8 the District is utilizing a school-wide measure based upon the State provided building score for Grade 8 ELA and Math. The State provided building scores for Grade 8 ELA and Math will be weighted proportionately by the number of students and combined.

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.

assets/survey-uploads/12186/896491-TXEttx9bQW/3task for task 2.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:

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

3. Local Measures (Teachers)

Created Wednesday, January 08, 2014

Updated Monday, June 16, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 8 ELA 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.	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. The District is using a locally negotiated HEDI scale to
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assign points (0-20), or, after the implementation of the Value Added model, (0-15), to each 4 - 8 teacher based on the percentage of students belonging to each teacher of record who meet their individual growth targets on the applicable District developed ELA Assessment. (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	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 7 Math Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Integrated/Common Core Algebra I Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	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. 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 4-8 Math teacher based on the percentage of students belonging to each teacher of record who meet their individual growth targets on the applicable District
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developed Assessment or NYS Algebra Regents (in the case of 8th Grade Math teacher).
For 8th Grade Math teachers who also teach accelerated Math students in a Common Core Course will be offered the opportunity to take both the Integrated Algebra and the Common Core Algebra Regents. Teachers will use the higher of the two assessment scores. (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.

[assets/survey-uploads/12149/897142-rhJdBgDruP/3-21 local measures 15 and 20.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 3 ELA Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For 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.)</p> <p>For Grade 3 ELA teachers, 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.</p> <p>The District will utilize a locally negotiated HEDI scale to assign points based on the percentage of students belonging to</p>
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the teacher meeting individual growth targets on the District developed 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.

	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	5) District, regional, or BOCES–developed assessments	Paltz CSD developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>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.)</p> <p>For Grade 3 Math teachers, 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.</p> <p>The District will utilize a locally negotiated HEDI scale to</p>
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assign points based on the percentage of students belonging to the teacher meeting individual growth targets on the District developed 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	5) District, regional, or BOCES–developed assessments	New Paltz CSD Grade 6 Science Performance Assessment
7	5) District, regional, or BOCES–developed assessments	New Paltz CSD Grade 7 Science Performance Assessment
8	5) District, regional, or BOCES–developed assessments	New Paltz CSD Grade 8 Science Performance 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.	<p>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.</p> <p>Please note: Performance Assessments for Task 3.6 are different than the Assessments referenced in Task 2. Each teacher will be awarded a HEDI score based on the percentage of students in a teacher's class who meet or exceed growth targets. 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.)</p>
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	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 6 Social Studies Performance Assessment
7	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 7 Social Studies Performance Assessment
8	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 8 Social Studies Performance 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.	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. Please note: Performance Assessments for Task 3.7 are different than the assessments referenced in Task 2. Each teacher will be awarded a HEDI score based on the percentage of students in a teacher's class who meet or exceed growth targets. 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	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 9 Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 10 Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 11 American History Assessment

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.	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. The District is using a locally negotiated HEDI scale to assign points (0-20) to each High School Social Studies 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. (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	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 9 Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 10 Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 11 Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 12 Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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. The District is using a locally negotiated HEDI scale to assign points (0-20) to each High School Science 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. (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	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 9 Algebra 1 Assessment

Geometry	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 10 Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 11 Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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. The District is using a locally negotiated HEDI scale to assign points (0-20) to each High School Math 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. (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	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	New Paltz CSD developed Grade 11 ELA Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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. The District is using a locally negotiated HEDI scale to assign points (0-20) to each High School English 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. (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.

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	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 12 Advanced Placement English Assessment
	5) District/regional/BOCES—developed	
Creative Writing Workshop	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 11-12 Creative Writing Workshop Assessment
Culture and Foods	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 9-12 Culture and Foods Workshop
Designing/Drawing Production: Introduction to Engineering	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 10 Designing/Drawing Production: Introduction to Engineering Assessment
Digital Video Editing	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 11-12 Digital Video Editing Assessment
Drawing and Painting 1 & 2	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 10 Drawing and Painting 1 & 2 Assessment
Economics	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 12 Economics Assessment
Fashion and Design	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 10-12 Fashion and Design Assessment
Public Speaking	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 12 Public Speaking Assessment
Senior Workshop in Information Literacy	5) District/regional/BOCES—developed	New Paltz CSD developed Grade 12 Senior Workshop in Information Literacy Assessment

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>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.</p>
	<p>The District is using 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.</p>
	<p>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.)</p>
	<p>The assessments being used in Task 3 for French Grade 8, Spanish Grade 6 -7 and Italian II are different than those assessments utilized in Task 2 for these courses.</p>
	<p>(See Chart uploaded in 3.13.)</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Chart.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Chart.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Chart.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Chart.</p>

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. [Click here for a downloadable copy of Form 3.12. \(MS Word\)](#)

[assets/survey-uploads/12149/897142-Rp00l6pk1T/5 - 9 Final APPR Review Room Doc Table of Courses.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.

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:

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

4. Other Measures of Effectiveness (Teachers)

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Updated 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)

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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

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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 develop 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
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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
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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 Sunday, January 26, 2014
Updated Thursday, March 20, 2014

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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

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Duzine Elementary School K - 2	District, regional, or BOCES-developed	NPCSD developed Grades 1 - 2 ELA and Math Assessments

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.
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.

assets/survey-uploads/12156/945374-lha0DogRNw/Student Learning Objectives Point Allocation 2014.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:

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

8. Local Measures (Principals)

Created Sunday, January 26, 2014

Updated Tuesday, June 17, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>After reviewing baseline data including academic history, the principal of grades 3 - 5 will set rigorous 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.</p> <p>After reviewing baseline data including academic history, the principal of grades 6 - 8 will set rigorous 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.</p> <p>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</p>
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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.

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 rubric 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 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 8.2: 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-T8MIGWUVm1/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 teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created 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](#)

(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)

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

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59 - 60
Effective	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

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/945459-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 Principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an 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](assets/survey-uploads/12158/1101815-3Uqgn5g9Iu/joint%20certification%20form%204%20ed%20eval.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

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
Developing	11	10
	10	9
	9	8
	8	8
	7	7
	6	6
	5	5
Ineffective	4	4
	3	3
	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

From 3.12 All Other Courses (Local Measure)

Science Research	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Science Research Assessment
Advanced Placement Macro- Economics	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11- 12 AP Macro Economics Assessment
Advanced Placement Physics B	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 12 AP Physics Assessment
Advanced Placement Statistics	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 AP Statistics Assessment
Advanced Placement European History	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10 AP European History Assessment
Chemistry Non-Regents	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11 Regents Chemistry Assessment
Computer Graphics	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Computer Graphics Assessment
Participation in Government	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 12 Participation in Government Performance Assessment
AP US History	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11 AP US History Performance Assessment
Technology 7 & 8	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 7 – 8 Technology Performance Assessment
Advanced Graphics and Video Editing	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 12 Advanced Graphics and Video Editing Performance Assessment
Advanced Placement Microeconomics	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Advanced Placement Microeconomics Performance Assessment
AP Comparative Government and Politics	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 12 Advanced Placement Comparative Government and Politics Performance Assessment
Accelerated Science 7	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 7 Accelerated Science Performance Assessment
Accelerated Science 8	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 8 Accelerated Science Performance Assessment
Advanced Placement Biology	District, Regional, BOCES	NPCSD developed Grade 11-12

	Developed Assessments	AP Biology Performance Assessment
Health 7 - 12	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 7 – 12 Health Assessments
Nutrition	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-11 Nutrition Performance Assessment
Home and Careers 7 & 8	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 7 – 8 Home and Careers Performance Assessments
English 12	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 12 English Performance Assessment
Italian I and II	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 9-12 Italian I and II Assessments
Mandarin Chinese I	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Mandarin Chinese Assessment
University in the HS French 4 & 5	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 University in the HS French 4 & 5 Assessments
Accelerated Math 7	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 7 Accelerated Math Assessment
Accelerated Math 8	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 8 Accelerated Math Assessment
Enrichment Math 6	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 6 Enrichment Math Assessment
Algebra A Non Regents	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 9 Algebra A Assessment
Algebra 1 Non Regents	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10 Algebra I Assessment
Algebra 2 Non Regents	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10 Algebra 2 Assessment
Geometry A Non-Regents	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-11 Geometry A Assessment
Introduction to Calculus	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Introduction to Calculus Assessment
Accounting I	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Accounting I Assessment
Personal Finance	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Personal Finance Assessment
Arabic	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Arabic Assessment
Computer Science 1 & 2	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 AP Computer Science Assessment
Child Development	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Child Development Assessment

Sociology	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Sociology Assessment
Current Issues	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 9-12 Current Issues Assessment
Social Studies 12	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 12 Social Studies Assessment
Forensics	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Forensics Assessment
Field Biology	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Field Biology Assessment
Meteorology	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Meteorology Assessment
Anatomy	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Anatomy Assessment
Digital Electronics	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Digital Electronics Assessment
AP Computer Science	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Computer Science Assessment
International Business	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 International Business Assessment
Marketing	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Marketing Assessment
Sports Management	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Sports Management Assessment
Entrepreneurship	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 Entrepreneurship Assessment
Understanding Media	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Understanding Media Assessment
Greek Mythology	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Greek Mythology Assessment
Novel/Fiction	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Novel/Fiction Assessment
Principles of Engineering	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Principles of Engineering Assessment
University in the High School Spanish 4 and 5	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 10-12 University in the High School Spanish 4 and 5 Assessments
AP US Government and Politics	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 12 AP US Government and Politics Assessment
General Chemistry	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11 General Chemistry Assessment
French 8	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 8 French Assessment

Spanish 6 & 7	District, Regional, BOCES Developed Assessments	NPCSD developed Grades 6 & 7 Spanish Assessment
Psychology	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Psychology Assessment
Art of Film	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Art of Film Assessment
Advanced Placement Environmental Sciences	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Advanced Placement Environmental Sciences Assessment
Advanced Placement Chemistry	District, Regional, BOCES Developed Assessments	NPCSD developed Grade 11-12 Advanced Placement Chemistry Sciences Assessment

**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

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 all of a teacher’s students on the local measure of student achievement. In co-teaching classes, all students are considered the students of both 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.

**Annual Professional Performance Review
Rubric Scoring**

Teacher: _____ **Lead Evaluator:** _____

School: _____ **Date:** _____

Assignment: _____

H = Highly effective
E = Effective

D = Developing
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 = $\frac{\text{Total points}}{\text{Total points}}$ = _____

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
<i>Rubric/Rubric #</i>			

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
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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
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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

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. Ricci 6/17/2014

Teachers Union President Signature: Date:

Ronald Hume 6/17/2014

Administrative Union President Signature: Date:

Barbara P. Clinton 6/17/2014

Board of Education President Signature: Date:

Styler Taylor 6/17/2014