THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 29, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Charles Khoury

NOTE: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012
Updated Wednesday, August 22, 2012

1

Disclaimers

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

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

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) 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
1.5) 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
1.5) 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

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

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

Created Tuesday, May 15, 2012
Updated Wednesday, August 22, 2012

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 for 2012-13, 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 for 2012-13.	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. 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.

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	NPCSD Kindergarten ELA erformance Assessment
1	District, regional, or BOCES-developed assessment	NPCSD Grade 1 ELA Performance Assessment
2	District, regional, or BOCES-developed assessment	NPCSD Grade 2 ELA Performance 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	At this time we will be using a uniform HEDI scale for the K-3 ELA Performance Assessments based on the percent of students

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	meeting the SLO targets.
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	NPCSD Kindergarten Math Performance Assessment
1	District, regional, or BOCES-developed assessment	NPCSD Grade 1 Math Performance Assessment
2	District, regional, or BOCES-developed assessment	NPCSD Grade 2 Math Performance 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 student performance.

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.	At this time we will be using a uniform HEDI scale for the K-3 Math Performance Assessments based on the percent of students meeting the SLO targets.
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	NPCSD Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	NPCSD 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 student performance.

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.	At this time we will be using a uniform HEDI scale for the 6 - 8 Science Assessments based on the percent of students meeting the SLO targets..
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	NPCSD Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	NPCSD Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	NPCSD 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 student performance.

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.	At this time we will be using a uniform HEDI scale for the 6 - 8 Social Studies Assessments based on the percent of students meeting the SLO targets.
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	District, regional, or BOCES-developed assessment	Ulster County BOCES developed Global 1 Performance Assessment

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

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

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.	At this time we will be using a uniform HEDI scale for the all Social Studies Regents Course Assessments based on the percent of students meeting the SLO targets.
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 student performance.

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.	At this time we will be using a uniform HEDI scale for all science Regents courses based on the percent of students meeting the SLO targets.
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 student performance.

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.	At this time we will be using a uniform HEDI scale for all high school math Regents courses based on the percent of students meeting the SLO targets.
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	District, regional or BOCES-developed assessment	NPCSD Grade 9 ELA Performance Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	NPCSD Grade 10 ELA Performance Assessment
Grade 11 ELA	Regents assessment	NPCSD Grade 11 ELA/ Regents Exam

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 student performance.

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.	At this time we will be using a uniform HEDI scale for all high school ELA courses based on the percent of students meeting the SLO targets.
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 1-8	District, Regional or BOCES-developed	Ulster County BOCES developed Art Performance Assessment for Grades 1-8
Creative Crafts	District, Regional or BOCES-developed	Ulster County BOCES developed Art Performance Assessment for Creative Crafts
Studio Art	District, Regional or BOCES-developed	Ulster County BOCES developed Art Performance Assessment for Studio Art
Drawing and Painting	District, Regional or BOCES-developed	Ulster County BOCES developed Art Performance Assessment for Drawing and Painting

	Studio in Photography	District, Regional or BOCES-developed	Ulster County BOCES developed Art Performance Assessment for Studio in Photography
	Studio in Sculpture	District, Regional or BOCES-developed	Ulster County BOCES developed Performance Assessment for Studio in Sculpture
	Studio in Ceramics	District, Regional or BOCES-developed	Ulster County BOCES developed Performance Assessment for Studio in Ceramics
	Music Grades 1-12	District, Regional or BOCES-developed	Ulster County BOCES developed Music Performance Assessment for Grades1-12
	Band Grades 5-12	District, Regional or BOCES-developed	Ulster County BOCES developed Band Performance Assessment for Grades 5-12
	Physical Education, Grades 1 -12	District, Regional or BOCES-developed	Ulster County BOCES developed PE Assessment for Grade 1-12
	Chorus Grades 4-8	District, Regional or BOCES-developed	Ulster County BOCES developed Chorus Performance Assessment for Grades 4-8
	Choir, Grades 9-12	District, Regional or BOCES-developed	Ulster County BOCES developed Choir Assessment for grades 9-12 for Grade 3
	Health, Grades 7-12	District, Regional or BOCES-developed	Ulster County BOCES developed Health Education Assessment for Grades 7-12
	Advanced Placement English Language	District, Regional or BOCES-developed	NPCSD developed assessment for AP English language
	Italian I and II	District, Regional or BOCES-developed	Ulster County BOCES developed Social Studies Assessments for Grades 7 - 9
	Spanish, Grades 1-12	District, Regional or BOCES-developed	Ulster County BOCES developed Spanish Assessments for Grades 1-12
	French, Grades 7-12	District, Regional or BOCES-developed	Ulster County BOCES developed French Assessments for Grades 7-12
	University in the HS French 4 & 5	District, Regional or BOCES-developed	NPCSD developed University in the HS French 4 & 5 Performance Assessment
	Mandarine Chinese	District, Regional or BOCES-developed	NPCSD developed Performance Assessment in Mandarin Chinese
	University in the HS Spanish 4 & 5	District, Regional or BOCES-developed	NPCSD developed Performance Assessment in University in HS Spanish 4 & 5 Performance 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 student performance.

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.	At this time we will be using a uniform HEDI scale for all other courses based on the percent of students meeting the SLO targets.
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)

assets/survey-uploads/5364/129900-avH4IQNZMh/Form 2.0_All Other Courses (Student Learning Objectives).doc

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/5364/129900-TXEtxx9bQW/HEDI Student Learning Objectives-Point Allocation Chart.docx

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: student prior academic history, 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.

During the 2011-2012 school year we did not make any adjustments or other considerations for setting targets for Comparable Growth Measures. We want to review these data to see if we feel there needs to be an adjustment for students with disabilities, English language learners, students in poverty or a student's prior academic history. Once these data are analyzed we may want to revise the plan to include allowable controls or adjustments for Comparable Growth Measures.

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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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)

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Updated Thursday, August 23, 2012

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.

.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. 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.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	NPCSD Grade 4 ELA Performance Assessment
5	5) District, regional, or BOCES–developed assessments	NPCSD Grade 5 ELA Performance Assessment
6	5) District, regional, or BOCES–developed assessments	NPCSD Grade 6 ELA Performance Assessment
7	5) District, regional, or BOCES–developed assessments	NPCSD Grade 7 ELA Performance Assessment
8	5) District, regional, or BOCES–developed assessments	NPCSD Grade 8 ELA Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The average student achievement score of all of the teacher's students on the local performance assessment (measure of student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 15. The negoatiated scale is attached below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	NPCSD Grade 4 Math Performance Assessment
5	5) District, regional, or BOCES–developed assessments	NPCSD Grade 5 Math Performance Assessment
6	5) District, regional, or BOCES–developed assessments	NPCSD Grade 6 Math Performance Assessment
7	5) District, regional, or BOCES–developed assessments	NPCSD Grade 7 Math Performance Assessment
8	5) District, regional, or BOCES–developed assessments	NPCSD Grade 8 Math Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The average student achievement score of all of the teacher's students on the local performance assessment (measure of

subcomponent. If needed, you may upload a table or graphic at 3.3, below.	student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 15. The negoatiated scale is attached below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

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/5139/129904-rhJdBgDruP/Local Measures 15 Point Scale.docx

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	NPCSD Kindergarten ELA Performance Assessment
1	5) District, regional, or BOCES–developed assessments	NPCSD Grade 1 ELA Performance Assessment
2	5) District, regional, or BOCES–developed assessments	NPCSD Grade 2 ELA Performance Assessment
3	5) District, regional, or BOCES–developed assessments	NPCSD Grade 3 ELA Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The average student achievement score of all of the teacher's students on the local performance assessment (measure of student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 20. The negoatiated scale is attached below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	NPCSD Kindergarten Math Performance Assessment
1	5) District, regional, or BOCES–developed assessments	NPCSD Grade 1 Math Performance Assessment
2	5) District, regional, or BOCES–developed assessments	NPCSD Grade 2 Math Performance Assessment
3	5) District, regional, or BOCES–developed assessments	NPCSD Grade 3 Math Performance 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.	The average student achievement score of all of the teacher's students on the local performance assessment (measure of student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 20. The negoatiated scale is attached below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See attached table.

grade/subject.	
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	NPCSD Grade 6 Science Performance Assessment
7	5) District, regional, or BOCES–developed assessments	NPCSD Grade 7 Science Performance Assessment
8	5) District, regional, or BOCES–developed assessments	NPCSD 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.	The average student achievement score of all of the teacher's students on the local performance assessment (measure of student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 20. The negoatiated scale is attached below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	NPCSD Grade 6 Social Studies Performance Assessment

7	5) District, regional, or BOCES–developed assessments	NPCSD Grade 7 Social Studies Performance Assessment
8	5) District, regional, or BOCES–developed assessments	NPCSD 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.	The average student achievement score of all of the teacher's students on the local performance assessment (measure of student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 20. The negoatiated scale is attached below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	NPCSD Global 1 Performance Assessment
Global 2	5) District, regional, or BOCES–developed assessments	NPCSD Global 2 Performance Assessment
American History	5) District, regional, or BOCES–developed assessments	NPCSD American History Performance 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.	The average student achievement score of all of the teacher's students on the local performance assessment (measure of student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 20. The negoatiated scale is attached below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	NPCSD Living Environment Performance Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	NPCSD Earth Science Performance Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	NPCSD Chemistry Performance Assessment
Physics	5) District, regional, or BOCES–developed assessments	NPCSD Physics Performance 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.	The average student achievement score of all of the teacher's students on the local performance assessment (measure of student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 20. The negoatiated scale is attached below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	NPCSD Algebra 1 Performance Assessment
Geometry	5) District, regional, or BOCES–developed assessments	NPCSD Geometry Performance Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	NPCSD Algebra 2 Performance 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.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The average student achievement score of all of the teacher's students on the local performance assessment (measure of student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 20. The negoatiated scale is attached below.

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

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	NPCSD English 9 Performance Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	NPCSD English 10 Performance Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	NPCSD English 11 Performance 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.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The average student achievement score of all of the teacher's students on the local performance assessment (measure of student achievement) will be used to calculate teacher effectiveness ratings. This average student achievement score will be converted to a scale score of 0 - 20. The negoatiated scale is attached below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

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

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
	Kindergarten Art	5) District/regional/BOCES–developed	NPCSD Primary Art Assessment, Kindergarten
	Grade 1 Art	5) District/regional/BOCES–developed	Ulster County BOCES developed Primary Art Assessment, Grade 1
	Grade 2 Art	5) District/regional/BOCES–developed	Ulster County BOCES developed Primary Art Assessment, Grade 2
	Grade 3 Art	5) District/regional/BOCES–developed	Ulster County BOCES developed Intermediate Art Assessment, Grade 3
	Grade 4 Art	5) District/regional/BOCES–developed	Ulster County BOCES developed Intermediate Art Assessment, Grade 4
	Grade 5 Art	5) District/regional/BOCES–developed	Ulster County BOCES developed Intermediate Art Assessment, Grade 5
	Grade 6 Art	5) District/regional/BOCES–developed	Ulster County BOCES developed Middle Level Art Assessment, Grade 6
	Grade 7 Art	5) District/regional/BOCES–developed	Ulster County BOCES developed Middle Level Art Assessment, Grade 7
	Grade 8 Art	5) District/regional/BOCES–developed	Ulster County BOCES developed Middle Level Art Assessment, Grade 8
	Creative Crafts	5) District/regional/BOCES–developed	NPCSD Creative Crafts Performance Assessment
	Studio Art	5) District/regional/BOCES–developed	NPCSD Studio Art Performance Assessment
	Drawing and Painting	5) District/regional/BOCES–developed	NPCSD Drawing and Painting Performance Assessment
	Studio in Photography	5) District/regional/BOCES–developed	NPCSD Studio in Photography Performance Assessment
	Studio in Sculpture	5) District/regional/BOCES–developed	NPCSD Studio in Sculpture Performance Assessment
	Studio in Ceramics	5) District/regional/BOCES–developed	NPCSD Studio in Ceramics Performance Assessment
	Kindergarten Music	5) District/regional/BOCES–developed	NPCSD Primary Music Assessment, Kindergarten
	Grade 1 Music	5) District/regional/BOCES–developed	Ulster County BOCES developed Primary Music Assessment, Grade 1
	Grade 2 Music	5) District/regional/BOCES–developed	Ulster County BOCES developed Primary Music Assessment, Grade 2
	Grade 3 Music	5) District/regional/BOCES–developed	Ulster County BOCES developed Intermediate Music Assessment, Grade 3
	Grade 4 Music	5) District/regional/BOCES–developed	Ulster County BOCES developed Intermediate Music Assessment, Grade 4

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The average achievement score of all of the teacher's students on the local measure of student achievement will be used as we are presently using the same HEDI table for all subjects and grades until we have a chance to review this year's data. We may be adjusting this in the future and if so, will request a change to the plan.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

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/5139/129904-Rp0Ol6pk1T/Form 3_12_All Other Courses.doc

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/129904-y92vNseFa4/HEDI Local Measures-Point Allocation Chart_1.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

At this time we have not decided on making significant adjustments. We did not implement adjustments this year and wish to review the data in order to make an informed decsion as to what we may want to do in the future. If we decide to create special considerations to be used in setting targets for the local measures to address specific factors we will request a change to the original plan.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with multiple SLOs, the scores will weighted proportionately based on the number of students in each SLO. The resulting score will be used to assign points, using the Local Measures Point Allocation chart.
For teachers whose students have locally selected measures for all subjects including ELA and Math, the scores will be averaged. The average of the scores will be used to assign points, using the Local Measures Point Allocation chart.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, June 18, 2012
Updated Wednesday, August 22, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(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 (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]	40
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	20

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, 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 file.

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/5091/143509-eka9yMJ855/APPR Scoring Rubric with Composite.docx

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

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

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	50 - 56
Ineffective	0 - 43

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

4.6) Observations of Probationary Teachers | Formal/Long	3
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | 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

4.7) Observations of Tenured Teachers | Formal/Long	2
4.7) Observations of Tenured Teachers | Informal/Short	0
4.7) Observations of Tenured Teachers | 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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Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 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	0-43

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, June 18, 2012
Updated Wednesday, August 22, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/143748-Df0w3Xx5v6/TEACHER TIP FORM 6_26_12_1.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

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 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. 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.

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.

Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, Jeffrey Selchick, Margaret Leibowitz, Sheila Cole and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the TIP which will be expeditious and concluded in no more than thirty-five (35) calendar days.

In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the appeal or clearly should have been presented in the appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law; provided, however, in the event that SED will not pay for the cost of the hearing, that expense shall be borne by the district and the proceeding shall be in the nature of a disciplinary arbitration and not a statutory hearing under section 3020-a of the Education Law.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature 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 series of workshops which constitutes 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.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 15, 2012
Updated Wednesday, August 29, 2012

Page 1

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

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

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

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

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

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the value-added growth score 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 for 2012-13	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 assessment 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. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

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 school or program type this SLO applies to. Then, using the drop-down boxes below, please select the 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. 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.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

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

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.

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.	Average of the SLO target scores of the selected student population for each assessment.
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/5365/129891-lha0DogRNw/HEDI Student Learning Objectives-Point Allocation Chart.docx

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: prior student achievement results, 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.

We did not adjust for comparable growth measures for this school year. We need to review and analyze the data to make a determination if we need to make adjustments for students with disabilities, English language learners or other populations.

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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, May 15, 2012
Updated Wednesday, August 22, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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	Locally-Selected Measure from List of Approved Measures	Assessment
	3-5	(d) measures used by district for teacher evaluation	ELA and Math NPCSD Performance Assessments at Grades K-2
	6-8	(d) measures used by district for teacher evaluation	ELA and Math NPCSD Performance Assessments at Grades 3-5
	9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Statistical Analysis from State Data for graduation rates over a four year period

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The average achievement of all students on the local ELA assessment.
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)

assets/survey-uploads/5366/129877-8o9AH60arN/NPCSD APPR Assignment of 15 Points.pdf

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

(No response)

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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 Primary ELA Performance Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The average achievement score of all students on the local Primary Level ELA assessment.
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)

assets/survey-uploads/5366/129877-pi29aiX4bL/NPCSD APPR Assignment of 20 Points.pdf

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

At this time we have not decided to make any adjustments, controls, or other special considerations. We did not implement adjustments this year and wish to review the data in order to make an informed decision as to what we may want to do in the future. If we decide to create special considerations to be used in setting targets for the local measures to address specific factors we will request a change to the original plan.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 15, 2012
Updated Wednesday, August 22, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Vanderbilt Assessment of Leadership in Education (VAL-ED)

(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 points 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 points 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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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' perfromance on 72 behaviors in six areas related to student learning, including rigorous curriculum, quality instruction, and high standards for learning. Six additional evaluation areas measure leadership skills. The data received from the 360 assessment is translated via a conversion chart from the cut scores as follows:
VAL-ED conversion chart for assigning points and determining HEDI ratings is as follows:
The HEDI Bands for the Local 60 points have been apportioned in the following manner:
HEDI Proficiency level
(conversion from Val-Ed Framework) Average
Val-ED
Score
Point
Allocation
Highly Effective(H) Distinguished (D) 3.9 – 4.0 60
3.7 – 3.8 59
Effective (E) Proficient (P) 3.3 – 3.6 58
2.8 – 3.2 57
Developing (D) Basic (B) 2.7 56
2.6 55
2.5 54
2.3 – 2.4 53
2.2 52
2.0-2.1 51
1.8-1.9 50
Ineffective (I) Below Basic (BB) 1.6 -1.7 40
1.5 30
1.4 24
1.3 18
1.2 12
1.1 6
1.0 0

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.

(No response)

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 - 40 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 - 40 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 Tuesday, May 15, 2012
Updated Wednesday, August 22, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 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 - 40

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, May 15, 2012
Updated Wednesday, August 22, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5276/129896-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 APPR shall be entitled to appeal 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 statute 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 principal 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 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 and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The lead evaluator of principals will complete a series of workshops focused on the VAL-ED rubric, ISLLC standards and all other elements as described in the regulations 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 process varies depending on the particular topic.

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 reliabiity training will be done on-line using the VAL-ED resources fromm Discovery Education Assessment.

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 certifiction (for new supervisors of principals not previously certified by the Board) BOE approval 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 Monday, June 25, 2012
Updated Wednesday, August 29, 2012

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

assets/survey-uploads/5581/145431-3Uqgn5g9Iu/NPCSD Certification August 29 2012.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.

NPCSD APPR Assignment of Points 2012-2013

	Local Measures	15 pts
HE	100.0	15
HE	96.0	15
HE	95.0	14
HE	91.0	14
E	90.0	13
E	88.0	13
E	87.0	12
E	85.0	12
E	84.0	11
E	82.0	11
E	81.0	10
E	79.0	10
E	78.0	9
E	77.0	9
E	76.0	8
E	75.0	8
D	74.0	7
D	73.0	7
D	72.0	6
D	71.0	6
D	70.0	5
D	69.0	5
D	68.0	4
D	67.0	4
D	66.0	3
D	65.0	3
I	64.0	2
I	43.0	2
I	42.0	1
I	21.0	1
I	20.0	0
I	0.0	0

Printed 3:21 PM 6/6/2012

NPCSD APPR Assignment of Points 2012-2013

	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	43
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)

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

Form 2.10) All Other Courses (New Paltz Central School District – Student Learning Objectives)

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Accelerated Math 7	District/regional/BOCES–developed	NPCSD developed Accelerated Math 7 Assessment
	Enrichment Math 6	District/regional/BOCES–developed	NPCSD developed Enrichment Math 6 Assessment
	Introduction to Calculus	State Assessment	Introduction to Calculus Regents Exam
	Accounting I	District/regional/BOCES–developed	NPCSD developed Accounting I Assessment
	Personal Finance	District/regional/BOCES–developed	NPCSD developed Personal Finance Assessment
	Accelerated Science 7	District/regional/BOCES–developed	NPCSD developed Accelerated Science 7 Assessment
	Enrichment Science 6	District/regional/BOCES–developed	NPCSD developed Enrichment Science 6 Assessment
	Life Science	District/regional/BOCES–developed	NPCSD developed Life Science Assessment
	Biology	State Assessment	Biology Regents Exam
	Advanced Placement Biology	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Biology
	Health, Grades 7 – 12	District/regional/BOCES–developed	Ulster County BOCES developed Health Assessments in Grades 7 - 12
	Nutrition	District/regional/BOCES–developed	NPCSD developed Assessment for Nutrition

	Home and Careers Grades 7 & 8	District/regional/BOCES–developed	NPCSD developed Home and Careers Assessments for Grades 7 & 8
	Participation in Government	District/regional/BOCES–developed	NPCSD developed Participation in Government Performance Assessments
	U.S. History and Government	State Assessment	U.S. History and Government Regents
	Advanced Placement American History	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement American History
	Technology 7 & 8	District/regional/BOCES–developed	NPCSD developed Technology Assessments for Grades 7 & 8
	Advanced Graphics & Video Editing	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Graphics & Video Editing
	Advanced Placement Microeconomics	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Microeconomics
	Advanced Placement Comparative Gov't & Politics	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Comparative Gov't & Politics
	Advanced Placement US Gov't & Politics	District/regional/BOCES–developed	NPCSD developed Advanced Placement Environmental Science
	Advanced Placement Environmental Science	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Environmental Science
	Advanced Placement Chemistry	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Chemistry

5)

	Science Research	District/regional/BOCES–developed	NPCSD developed Assessment for Science Research
	Advanced Placement English Literature	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement English Literature
	Advanced Placement Macroeconomics	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Macroeconomics
	Advanced Placement Physics B	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Physics B
	Advanced Placement Psychology	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Psychology
	Advanced Placement Statistics	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Statistics
	AP European History	District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement European History
	Chemistry	State Assessment	Chemistry Regents
	Computer Graphics	District/regional/BOCES–developed	NPCSD developed Assessment for Computer Graphics
	Creative Writing Workshop	District/regional/BOCES–developed	NPCSD developed Assessment for Creative Writing Workshop
	Culture and Foods	District/regional/BOCES–developed	NPCSD developed Assessment for Culture and Foods
	Design/Drawing Production – Introduction to Engineer Design	District/regional/BOCES–developed	NPCSD developed Assessment for Design/Drawing Production – Introduction to Engineer

			Design
	Digital Video Editing	District/regional/BOCES–developed	NPCSD developed Assessment for Digital Video Editing
	Drawing and Painting 1 & 2	District/regional/BOCES–developed	Ulster County BOCES developed Assessment for Drawing and Painting 1 & 2
	Economics	5) District/regional/BOCES–developed	NPCSD developed Assessment for Economics
	Fashion Design	5) District/regional/BOCES–developed	NPCSD developed Assessment for Fashion Design
	Psychology	5) District/regional/BOCES–developed	NPCSD developed Assessment for psychology
	Public Speaking	5) District/regional/BOCES–developed	NPCSD developed Assessment for Public Speaking
	Senior Workshop in Information Literacy	5) District/regional/BOCES–developed	NPCSD developed Assessment for Senior Workshop in Information Literacy
	Art of Film	5) District/regional/BOCES–developed	NPCSD developed Assessment for the Art of Film course

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

New Paltz
Central School District

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

Annual Professional Performance Review Directions

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

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

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

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

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

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

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

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

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

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

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

New Paltz Central School District

Annual Professional Performance Review

Rubric Scoring

Teacher: _____ **Lead Evaluator:** _____

School: _____ **Date:** _____

Assignment: _____

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

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

Domain 1 Comments:

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

Domain 2 Comments:

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

Domain 3 Comments:

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

Domain 4 Comments:

_____ _____

Lead Evaluator Date

_____ _____

Teacher Date

Teacher Comments (optional)

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

Teacher: _____

Date: _____

Lead Evaluator: _____

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

Total points on rubric = _____

Average rubric score = $\frac{\text{Total points}}{32}$ = _____

Other measures of teacher effectiveness score = _____

Other Measures of Teacher Effectiveness
Point Allocation Conversion Chart

Band	Average Rubric Score	Points Allocated
H	4.0	60
H	3.9	60
H	3.8	59
H	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	43
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)

Local Measures – Assignment of Points		
		15
Student Scores		Points

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**

Form 3.12) All Other Courses (New Paltz Central School District

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Grade 1 -12 General Music	5) District/regional/BOCES–developed	Ulster County BOCES developed General Music Assessments for Grades 1 - 12
	Band Grades 5-12	5) District/regional/BOCES–developed	Ulster County BOCES developed Concert Band Performance Assessment, Grades 5 - 12
	Chorus Grades 4-8	5) District/regional/BOCES–developed	Ulster County BOCES developed Chorus Performance Assessment, Grades 4 - 8
	Choir, Grades 9-12	5) District/regional/BOCES–developed	Ulster County BOCES developed Chorus Performance Assessment, Grades 9- 12
	ELA, Kindergarten	5) District/regional/BOCES–developed	NPCSD ELA Performance Assessment, Kindergarten
	ELA, Grades 1 -3	5) District/regional/BOCES–developed	NPCSD ELA Performance Assessment, Grades 1 -3
	ELA, Grades 4-8	5) District/regional/BOCES–developed	NPCSD ELA Performance Assessment, Grades 4-8
	Advanced Placement English Language	5) District/regional/BOCES–developed	NPCSD developed AP English Language Performance Assessment
	The Writing Focus (English 11)	5) District/regional/BOCES–developed	NPCSD developed Writing Focus English 11 Performance Assessment

	English 9	5) District/regional/BOCES–developed	NPCSD developed English 9 Performance Assessment
	English 10	5) District/regional/BOCES–developed	NPCSD developed English 10 Performance Assessment
	English 12	5) District/regional/BOCES–developed	NPCSD developed English 12 Performance Assessment
	Spanish, Grades 1 – 6	5) District/regional/BOCES–developed	Ulster County BOCES developed Spanish Assessments in Grades 1 - 6
	Spanish II & III	5) District/regional/BOCES–developed	Ulster County BOCES developed Spanish II & III Assessments
	Spanish 1a & 1b	5) District/regional/BOCES–developed	Ulster County BOCES developed Spanish 1a & 1b Assessments
	French 1a & 1b	5) District/regional/BOCES–developed	Ulster County BOCES developed French 1a & 1b Assessments
	French II and French III	5) District/regional/BOCES–developed	Ulster County BOCES developed French II and III Assessments
	Italian I and Italian II	5) District/regional/BOCES–developed	NPCSD developed Italian I & II Assessments
	Mandarin Chinese 1	5) District/regional/BOCES–developed	NPCSD developed Mandarin Chinese Assessment
	University In the HS French 4 & 5	5) District/regional/BOCES–developed	NPCSD developed University in HS French 4 & 5 Assessments
	University In the HS Spanish 4 & 5	5) District/regional/BOCES–developed	NPCSD developed University in HS Spanish 4 & 5 Assessments

	Physical Education, Grades 1-12	5) District/regional/BOCES–developed	Ulster County BOCES developed PE Performance Assessments, Grades 1-12
	Math, Grades 1 – 3	5) District/regional/BOCES–developed	NPCSD Primary Level Math Assessments, Grades 1-3
	Math, Grades 4-5	5) District/regional/BOCES–developed	NPCSD Intermediate Level Math Assessments, Grades 4-5
	Math, Grades 6-8	5) District/regional/BOCES–developed	NPCSD Middle Level Math Assessments, Grades 6-8
	Accelerated Math 7	5) District/regional/BOCES–developed	NPCSD developed Accelerated Math 7 Assessment
	Enrichment Math 6	5) District/regional/BOCES–developed	NPCSD developed Enrichment Math 6 Assessment
	Integrated Algebra	5) District/regional/BOCES–developed	NPCSD developed Integrated Algebra Assessment
	Algebra 2 and Trigonometry	5) District/regional/BOCES–developed	NPCSD developed Algebra 2 and Trigonometry Assessment
	Geometry	5) District/regional/BOCES–developed	NPCSD developed Geometry Assessment
	Introduction to Calculus	5) District/regional/BOCES–developed	NPCSD developed Introduction to Calculus Assessment
	Accounting I	5) District/regional/BOCES–developed	NPCSD developed Accounting I Assessment
	Personal Finance	5) District/regional/BOCES–developed	NPCSD developed Personal Finance Assessment
	Science Grade6	5) District/regional/BOCES–developed	NPCSD developed Grade 6 Science Assessment

	Accelerated Science 7	5) District/regional/BOCES–developed	NPCSD developed Accelerated Science 7 Assessment
	Enrichment Science 6	5) District/regional/BOCES–developed	NPCSD developed Enrichment Science 6 Assessment
	Life Science	5) District/regional/BOCES–developed	NPCSD developed Life Science Assessment
	Physical Science	5) District/regional/BOCES–developed	NPCSD developed Physical Science Assessment
	Biology	5) District/regional/BOCES–developed	NPCSD developed Biology Assessment
	Physics	5) District/regional/BOCES–developed	NPCSD developed Physics Assessment
	Advanced Placement Biology	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Biology
	Earth Science	5) District/regional/BOCES–developed	NPCSD developed Assessment for Earth Science
	Math, Kindergarten	5) District/regional/BOCES–developed	NPCSD Kindergarten Level Math Assessment
	Health, Grades 7 – 12	5) District/regional/BOCES–developed	Ulster County BOCES developed Health Assessments in Grades 7 - 12
	Nutrition	5) District/regional/BOCES–developed	NPCSD developed Assessment for Nutrition
	Home and Careers Grades 7 & 8	5) District/regional/BOCES–developed	NPCSD developed Home and Careers Assessments for Grades 7 & 8
	Social Studies Grade 6	5) District/regional/BOCES–developed	NPCSD developed Social Studies Performance

			Assessments for Grades 6
	Social Studies Grades 7- 9	5) District/regional/BOCES–developed	Ulster County BOCES developed Performance Assessments, Grades 7-9
	Global History 9 & 10	5) District/regional/BOCES–developed	NPCSD developed Social Studies Performance Assessments,
	Participation in Government	5) District/regional/BOCES–developed	NPCSD developed Participation in Government Performance Assessments
	U.S. History and Government	5) District/regional/BOCES–developed	NPCSD BOCES developed U.S. History and Government Performance Assessment
	Advanced Placement American History	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement American History
	Technology 7 & 8	5) District/regional/BOCES–developed	NPCSD developed Technology Assessments for Grades 7 & 8
	Advanced Graphics & Video Editing	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Graphics & Video Editing
	Advanced Placement Microeconomics	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Microeconomics
	Advanced Placement Comparative Gov't & Politics	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Comparative Gov't & Politics
	Advanced Placement US Gov't & Politics	5) District/regional/BOCES–developed	NPCSD developed Advanced Placement Environmental Science

	Advanced Placement Environmental Science	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Environmental Science
	Advanced Placement Chemistry	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Chemistry
	Science Research	5) District/regional/BOCES–developed	NPCSD developed Assessment for Science Research
	Advanced Placement English Literature	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement English Literature
	Advanced Placement Macroeconomics	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Macroeconomics
	Advanced Placement Physics B	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Physics B
	Advanced Placement Psychology	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Psychology
	Advanced Placement Statistics	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement Statistics
	AP European History	5) District/regional/BOCES–developed	NPCSD developed Assessment for Advanced Placement European History
	Chemistry	5) District/regional/BOCES–developed	NPCSD developed Assessment for Regents Chemistry
	Computer Graphics	5) District/regional/BOCES–developed	NPCSD developed Assessment for Computer Graphics

	Creative Writing Workshop	5) District/regional/BOCES–developed	NPCSD developed Assessment for Creative Writing Workshop
	Culture and Foods	5) District/regional/BOCES–developed	NPCSD developed Assessment for Culture and Foods
	Design/Drawing Production – Introduction to Engineer Design	5) District/regional/BOCES–developed	NPCSD developed Assessment for Design/Drawing Production – Introduction to Engineer Design
	Digital Video Editing	5) District/regional/BOCES–developed	NPCSD developed Assessment for Digital Video Editing
	Drawing and Painting 1 & 2	5) District/regional/BOCES–developed	Ulster County BOCES developed Assessment for Drawing and Painting 1 & 2
	Economics	5) District/regional/BOCES–developed	NPCSD developed Assessment for Economics
	Fashion Design	5) District/regional/BOCES–developed	NPCSD developed Assessment for Fashion Design
	Psychology	5) District/regional/BOCES–developed	NPCSD developed Assessment for psychology
	Public Speaking	5) District/regional/BOCES–developed	NPCSD developed Assessment for Public Speaking
	Senior Workshop in Information Literacy	5) District/regional/BOCES–developed	NPCSD developed Assessment for Senior Workshop in Information Literacy
	Art of Film	5) District/regional/BOCES–developed	NPCSD developed Assessment for the Art of Film course

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

TEACHER IMPROVEMENT PLAN

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

_____ _____

Educator's Signature **Date**

_____ _____

Administrator's Signature **Date**

NEW PALTZ C ENTRAL SCHOOL DISTRICT

Principal Improvement Plan Template

Principal Name: _____ School Year: _____
Building: _____

Date of Improvement and Remediation Conference: _____

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

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

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

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

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

NEW PALTZ C ENTRAL 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 C ENTRAL 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 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 the 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, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 6/26/2012

Maria C. Rice Maria C. Rice 08/22/2012
Maria C. Rice 8/28/2012

Teachers Union President Signature: Date: 6/26/12

8/23/2012
8/28/2012

Administrative Union President Signature: Date:

Barbara P. Clinton 7/11/12 Barbara P. Clinton 8/27/2012
Barbara P. Clinton 8/29/12

Board of Education President Signature: Date:

Patrick Rausch 7/11/12 Patrick Rausch 8/27/12
Patrick Rausch 8/28/12