



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

Commissioner of Education
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June 20, 2014

Revised

Ralph A. Pizzo, Superintendent
Newburgh City School District
124 Grand Street
Newburgh, NY 12550

Dear Superintendent Pizzo:

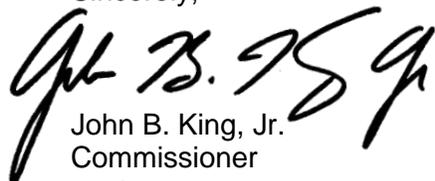
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: William Hecht

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, April 30, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 441600010000

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

441600010000

1.2) School District Name: NEWBURGH CITY SD

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

NEWBURGH CITY SD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, June 18, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Newburgh ECSD-Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Newburgh ECSD-Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Newburgh ECSD-Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Utilizing student baseline data gathered from pre-assessments, where available, and/or other student baseline data (for example, including but not limited to prior academic history), each teacher of record shall propose individualized student growth targets to his/her building principal, with the ultimate approval authority for said targets to be vested in the Superintendent of Schools or the Deputy Superintendent of Schools or designee. For individualized student growth targets at Grades K-2 to be set at a score of less than 65, multiple pieces of baseline data as well as unique student learning characteristics (e.g. SWD and/or ELL Status) must be presented to support the setting of a lower

target. Points (0-20) shall be earned by each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individualized student growth targets on the locally developed summative assessments (Grades K-2) or on the 3rd Grade State Assessment, as applicable. See APPR SLO Growth Chart in Section 2.11 for HEDI point earning.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50-84% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	20-49% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-19% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).

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	Newburgh ECSD-Developed Kindergarten Math Assessment Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Newburgh ECSD-Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Newburgh ECSD-Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Utilizing student baseline data gathered from pre-assessments, where available, and/or other student baseline data (for example, including but not limited to prior academic history), each teacher of record shall propose individualized student growth targets to his/her building principal, with the ultimate approval authority for said targets to be vested in the Superintendent of Schools or the Deputy Superintendent of Schools or designee. For individualized student growth targets at Grades K-2 to be set at a score of less than 65, multiple pieces of baseline data as well as unique student learning characteristics (e.g. SWD and/or ELL Status) must be presented to support the setting of a lower target. Points (0-20) shall be earned by each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individualized student

growth targets on the locally developed summative assessments (Grades K-2) or on the 3rd Grade State Assessment, as applicable. See APPR SLO Growth Chart in Section 2.11 for HEDI point earning.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50-84% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	20-49% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-19% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).

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	Newburgh ECSD-Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Newburgh ECSD-Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Utilizing student baseline data gathered from pre-assessments, where available, and/or other student baseline data (for example, including but not limited to prior academic history), each teacher of record shall propose individualized student growth targets to his/her building principal, with the ultimate approval authority for said targets to be vested in the Superintendent of Schools or the Deputy Superintendent of Schools or designee. For individualized student growth targets at Grades 6 and 7 to be set at a score of less than 65, multiple pieces of baseline data as well as unique student learning characteristics (e.g. SWD and/or ELL Status) must be presented to support the setting of a lower target. . Points (0-20) shall be earned by each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individualized student growth targets on the locally developed summative assessments (Grades 6 and 7) or on the 8th Grade State Assessment, as applicable. See APPR SLO Growth Chart in Section 2.11 for HEDI point earning.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50-84% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	20-49% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-19% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).

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	Newburgh ECSD-Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Newburgh ECSD-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Newburgh ECSD-Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing student baseline data gathered from pre-assessments, where available, and/or other student baseline data (for example, including but not limited to prior academic history), each teacher of record shall propose individualized student growth targets to his/her building principal, with the ultimate approval authority for said targets to be vested in the Superintendent of Schools or the Deputy Superintendent of Schools or designee. For individualized student growth targets to be set at a score of less than 65, multiple pieces of baseline data as well as unique student learning characteristics (e.g. SWD and/or ELL Status) must be presented to support the setting of a lower target on the locally developed assessments. Points (0-20) shall be earned by each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individualized student growth targets on the locally developed summative assessments. See APPR SLO Growth Chart in Section 2.11 for HEDI point earning.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	50-84% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	20-49% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).

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	Newburgh ECSD-Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing student baseline data gathered from pre-assessments, where available, and/or other student baseline data (for example, including but not limited to prior academic history), each teacher of record shall propose individualized student growth targets to his/her building principal, with the ultimate approval authority for said targets to be vested in the Superintendent of Schools or the Deputy Superintendent of Schools or designee. For individualized student growth targets to be set at a score of less than 65, multiple pieces of baseline data as well as unique student learning characteristics (e.g. SWD and/or ELL Status) must be presented to support the setting of a lower target on the locally developed assessments and on Regents Assessments (administered in January or June). Points (0-20) shall be earned by each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individualized student growth targets on the locally developed Global summative assessments or on the above-named respective Social Studies Regents Assessments. See APPR SLO Growth Chart in Section 2.11 for HEDI point earning.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	50-84% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	20-49% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing student baseline data gathered from pre-assessments, where available, and/or other student baseline data (for example, including but not limited to prior academic history), each teacher of record shall propose individualized student growth targets to his/her building principal, with the ultimate approval authority for said targets to be vested in the Superintendent of Schools or the Deputy Superintendent of Schools or designee. For individualized student growth targets to be set at a score of less than 65, multiple pieces of baseline data as well as unique student learning characteristics (e.g. SWD and/or ELL Status) must be presented to support the setting of a lower target on the Regents Assessments (administered in January or June). Points (0-20) shall be earned by each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individualized student growth targets on the above-named respective Science Regents Assessments. See APPR SLO Growth Chart in Section 2.11 for HEDI point earning.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	50-84% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	20-49% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).

2.8) High School Math Regents Courses

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

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Utilizing student baseline data gathered from pre-assessments, where available, and/or other student baseline data (for example, including but not limited to prior academic history), each teacher of record shall propose individualized student growth targets to his/her building principal, with the ultimate approval authority for said targets to be vested in the Superintendent of Schools or the Deputy Superintendent of Schools or designee. For individualized student growth targets to be set at a score of less than 65 on Regents assessments, multiple pieces of baseline data as well as unique student learning characteristics (e.g. SWD and/or ELL Status) must be presented to support the setting of a lower target on such assessments. Points (0-20) shall be earned by each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individualized student growth targets on the above-named respective Math Regents Assessments. See APPR SLO Growth Chart in Section 2.11 for HEDI point earning.</p> <p>Note 1: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be offered to students enrolled in Common Core courses. The higher of the two scores will be used to determine whether such students meet or exceed their individualized growth targets for the purposes of computing the teacher of record's HEDI rating, in accordance with SED guidance, so long as permitted by SED.</p> <p>Note 2: Upon SED's introduction of its Common Core Geometry Regents, both the NYS Common Core Geometry Regents and the NYS Geometry Regents (2005 Learning Standards) will be offered to students enrolled in Common Core courses. The higher of the two scores will be used to determine whether such students meet or exceed their individualized growth targets for the purposes of computing the teacher of record's HEDI rating, in accordance with SED guidance, so long as permitted by SED.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85-100% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>50-84% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>20-49% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-19% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).</p>

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	Newburgh ECSD-Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Newburgh ECSD-Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents Assessment/Common Core English Regents Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Utilizing student baseline data gathered from pre-assessments, where available, and other student baseline data (for example, including but not limited to prior academic history), each teacher of record shall propose individualized student growth targets to his/her building principal, with the ultimate approval authority for said targets to be vested in the Superintendent of Schools or the Deputy Superintendent of Schools or designee. For individualized student growth targets to be set at a score of less than 65, multiple pieces of baseline data as well as unique student learning characteristics (e.g. SWD and/or ELL Status) must be presented to support the setting of a lower target on the locally developed assessments and on Regents Assessments (administered in January or June). Points (0-20) shall be earned by each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individualized student growth targets on the locally developed respective Grades 9 and 10 ELA summative assessments or on the English Regents Assessments. See APPR SLO Growth Chart in Section 2.11 for HEDI point earning.</p> <p>Note: For the 2013-14 school year, only the Comprehensive English Regents will be offered. Commencing with the 2014-15 School Year, both the NYS Common Core English Regents and the NYS English Comprehensive Regents Assessments will be offered to students enrolled in Common Core courses. The higher of the two scores will be used to determine whether such students meet or exceed their individualized growth targets for the purposes of computing the teacher of record's HEDI rating, in accordance with SED guidance, so long as permitted by SED.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85-100% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>50-84% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>20-49% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).</p>

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

0-19% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).

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
ESL and Bilingual K-12	State Assessment	NYSESLAT
Bilingual Grades K-2	District, Regional or BOCES-developed	Newburgh ESCD-Developed Grade Level and/or Course Specific NLA/ELA Assessment
Bilingual Grade 3	State Assessment	NYS Grade 3 ELA and Math Assessment
Bilingual Grades 9, 10 and 12	District, Regional or BOCES-developed	Newburgh ESCD-Developed Grade Level and/or Course Specific NLA/ELA Assessment
All self-contained special education courses - Alternately Assessed	State Assessment	NYSAA
Introduction to Geometry/Algebra 1	State Assessment	Integrated Algebra Regents Assessment/Common Core Algebra Regents
Grade 8 Accelerated Math	State Assessment	Integrated Algebra/Common Core Algebra Regents/NYS Grade 8 Math Assessment
All other courses not listed above	District, Regional or BOCES-developed	Newburgh ECSD-Developed Grade Level and/or Course Specific Assessment

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

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

Utilizing student baseline data gathered from pre-assessments, where available, and other student baseline data (for example, including but not limited to prior academic history), each teacher of record shall propose individualized student growth targets to his/her building principal, with the ultimate approval authority for said targets to be vested in the Superintendent of Schools or the Deputy Superintendent of Schools or designee. For individualized student growth targets to be set at a score of less than 65 for Regents assessments and locally developed assessments, multiple pieces of baseline data as well as unique student learning characteristics (e.g. SWD and/or ELL Status) must be presented to support the setting of a lower target. Points (0-20) shall be earned by each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individualized student growth targets on the above-referenced assessments.

Note 1: For ESL teachers of Record (and common branch teachers of record with 10 or more students who sit for the NYSESLAT who do not have State provided growth scores), the NYSESLAT shall be used within a SLO for the students belonging to each teacher of record. For bilingual teachers of record, an SLO shall include the NYSESLAT for all students

who sit for the NYSESLAT. An additional SLO shall be built around the appropriate Grade Level ELA State Assessment or locally developed Grade level specific ELA assessment (where no State assessment exists), except that in the first year of a student's receipt of ESL services, there shall only be one SLO, and it shall be based upon student performance on the NYSESLAT only, in accordance with SED Guidance.

Note 2: For Bilingual teachers of record, there shall be one SLO built around student performance on the District-developed grade specific Native Language Arts Assessments (measuring both the NLA and ELA content in Grades K-2 and 9, 10 and 12). For Grade 3, an SLO shall be built around the percentage of students who meet or exceed their individual growth targets on the ELA and Math NYS assessments administered at the end of the school year (unless the student is in his/her first year of a bilingual class, in which case he/she would be exempt from the NYS Grade 3 ELA assessment). In addition, in accordance with SED Guidance, an SLO shall also be built around the Grade Level and Content Area assessments for the teacher of record's SLO population. The HEDI Score/Rating for each SLO shall be computed based upon the percentage of students that meet or exceed their individual growth targets in each SLO. The final HEDI rating shall be computed by taking the HEDI rating for each SLO and weighting the HEDI score proportionately based upon the number of students included within each SLO. Normal rounding rules will apply and shall not result in movement between HEDI categories.

Note 3: In the event that the Introduction to Geometry/Algebra 1 Course continues past the 2013-14 school year, the Regents assessment administered will be the Common Core Algebra Regents and the curriculum will be aligned to the Common Core Algebra Curriculum.

Note 4: In the event that the Grade 8 math teacher does not receive a State-provided growth score covering more than 50% of the students belonging to the teacher of record and instructs in Grade 8 accelerated Math where a SLO is required, they will use two SLOs, one based upon the State-provided growth score and one based upon the Regents Examination given in their Grade 8 accelerated math course. Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be offered to students enrolled in Common Core courses (such as Grade 8 honors Math). In accordance with SED guidance, the higher of the two scores will be used to determine whether each student meets or exceeds his/her individualized growth target for the purposes of computing the teacher of record's HEDI rating, so long as permitted as SED. So long as the ESEA waiver is still in effect in years subsequent to the 2013-14 school year, Grade 8 accelerated math students shall take the Regents assessment in lieu of the Grade 8 NYS assessment. In the event that the ESEA waiver is not in effect in one or more subsequent year, students in Grade 8 accelerated math shall also be administered the Grade 8 NYS Assessment.

Note 5: Students enrolled in Common Core courses shall be offered both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents so long as both are in existence. The higher of the two scores will be used to determine whether

students belonging to the respective teachers of record meet or exceed their growth targets, so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	50-84% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	20-49% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students in a teacher of record's class will meet their individualized growth targets (see Table in Section 2.11).

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12186/1001669-TXEttx9bQW/Section 2.11 SLO Growth Chart.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The parties agree to use District-developed assessments aligned to the Common Core Learning Standards to measure student achievement. Assessments will be developed by grade level and/or content area teams and approved by the District. Annually, achievement targets shall be established, based upon
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analysis of data from prior school years where available, and to the extent applicable from pre-assessments administered during the fall of the school year. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-15) shall be assigned based upon the percentage of tested students belonging to each teacher of record who meet or exceed their achievement targets (see Table 2 in Section 3.3). Until a value-added growth measure is implemented, Table 1 set forth in section 3.3 shall be used to allocate points (0-20) for Grades 4-8 ELA teachers of record.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Newburgh ECSD-Developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Newburgh ECSD-Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Newburgh ECSD-Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Newburgh ECSD-Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Newburgh ECSD-Developed Grade 8 Math 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 parties agree to use District-developed assessments aligned to the Common Core Learning Standards to measure student
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subcomponent. If needed, you may upload a table or graphic at 3.3, below.

achievement. Assessments will be developed by grade level and/or content area teams and approved by the District. Annually, achievement targets shall be established, based upon analysis of data from prior school years where available, and to the extent applicable from pre-assessments administered during the fall of the school year. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-15) shall be assigned based upon the percentage of tested students belonging to each teacher of record who meet or exceed their achievement targets (see Table 2 in Section 3.3). Until a value-added growth measure is implemented, Table 1 set forth in section 3.3 shall be used to allocate points (0-20) for Grades 4-8 Math teachers of record.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1001670-rhJdBgDruP/Section 3.3 Table 1 and Table 2 NTA 4.30.14.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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	Newburgh ECSD-Developed Kindergarten ELA Assessment
1	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 1 ELA Assessment
2	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 2 ELA Assessment
3	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 3 ELA Assessment

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

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

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 parties agree to use District-developed assessments aligned to the Common Core and/or New York State Learning Standards, as applicable, to measure student achievement. Assessments will be developed by grade level and/or content area teams and approved by the District. Annually, achievement targets shall be established, based upon analysis of data from
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prior school years where available, and to the extent applicable from pre-assessments administered during the fall of the school year. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of tested students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	Newburgh ECSD-Developed Kindergarten Math Assessment
1	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 1 Math Assessment
2	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 2 Math Assessment
3	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The parties agree to use District-developed assessments aligned to the Common Core and/or New York State Learning Standards, as applicable, to measure student achievement. Assessments will be developed by grade level and/or content area teams and approved by the District. Annually, achievement targets shall be established, based upon analysis of data from prior school years where available, and to the extent applicable from pre-assessments administered during the fall of the school
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year. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of tested students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 6 Science Assessment
7	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 7 Science Assessment
8	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The parties agree to use District-developed assessments aligned to the Common Core and/or New York State Learning Standards, as applicable, to measure student achievement. Assessments will be developed by grade level and/or content area teams and approved by the District. Annually, achievement targets shall be established, based upon analysis of data from prior school years where available, and to the extent applicable from pre-assessments administered during the fall of the school year. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of tested students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 6 Social Studies Assessment
7	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 7 Social Studies Assessment
8	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 8 Social Studies 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 parties agree to use District-developed assessments aligned to the Common Core and/or New York State Learning Standards, as applicable, to measure student achievement. Assessments will be developed by grade level and/or content area teams and approved by the District. Annually, achievement targets shall be established, based upon analysis of data from prior school years where available, and to the extent applicable from pre-assessments administered during the fall of the school year. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of tested students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	Newburgh ECSD-Developed Global 1 Assessment
Global 2	7) Student Learning Objectives	Newburgh ECSD-Developed Global 2 Assessment
American History	7) Student Learning Objectives	Newburgh ECSD-Developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For Grades 9-12 teachers of record who instruct in courses that end in a Regents Examination, the parties agree to use District developed assessments aligned with the learning content of the Regents Assessments administered in January and June to measure student achievement. The assessments for each content area Regents will be submitted by content area teams to the District for approval, and the assessments shall include questions that measure all of the learning content contained within the content area Regents examination. Annually, achievement targets shall be established, based upon analysis of data from prior school years, and to the extent applicable from pre-assessments administered during the beginning of the interval of instruction aligned to the Common Core and/or New York State Learning Standards, whichever is applicable, in order to measure student achievement. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).</p> <p>For Grades 9-12 teachers of record who instruct in courses that</p>
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do not end in a Regents examination, the parties agree to use District developed content area specific assessment to measure student achievement. Assessments will be developed by content area teams and approved by the District. Annually, achievement targets shall be established, based upon analysis of data from prior school years, and to the extent applicable from pre-assessments administered during the beginning of the interval of instruction aligned to the Common Core and/or New York State Learning Standards, whichever is applicable, in order to measure student achievement. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	Newburgh ENewburgh ECSD-Developed Living Environment Assessment
Earth Science	7) Student Learning Objectives	Newburgh ECSD-Developed Earth Science Assessment
Chemistry	7) Student Learning Objectives	Newburgh ECSD-Developed Chemistry Assessment
Physics	7) Student Learning Objectives	Newburgh ECSD-Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	For Grades 9-12 teachers of record who instruct in courses that end in a Regents Examination, the parties agree to use District
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.

developed assessments aligned with the learning content of the Regents Assessments administered in January and June to measure student achievement. The assessments for each content area Regents will be submitted by content area teams to the District for approval, and the assessments shall include questions that measure all of the learning content contained within the content area Regents examination. Annually, achievement targets shall be established, based upon analysis of data from prior school years, and to the extent applicable from pre-assessments administered during the beginning of the interval of instruction aligned to the Common Core and/or New York State Learning Standards, whichever is applicable, in order to measure student achievement. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	Newburgh ECSD-Developed Algebra 1 Assessment
Geometry	7) Student Learning Objectives	Newburgh ECSD-Developed Geometry Assessment
Algebra 2	7) Student Learning Objectives	Newburgh ECSD-Developed Algebra 2/Trigonometry Assessment

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra

Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 9-12 teachers of record who instruct in courses that end in a Regents Examination, the parties agree to use District developed assessments aligned with the learning content of the applicable Regents Assessments administered in January and June to measure student achievement. The assessments for each content area Regents will be submitted by content area teams to the District for approval, and the assessments shall include questions that measure all of the learning content contained within the content area Regents examination. Annually, achievement targets shall be established, based upon analysis of data from prior school years, and to the extent applicable from pre-assessments administered during the beginning of the interval of instruction aligned to the Common Core and/or New York State Learning Standards, whichever is applicable, in order to measure student achievement. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Newburgh ECSD-Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Newburgh ECSD-Developed Grade 10 ELA Assessment
Grade 11 ELA	7) Student Learning Objectives	Newburgh ECSD-Developed Grade 11 ELA Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

For Grades 9-12 teachers of record who instruct in courses that end in a Regents Examination, the parties agree to use District developed assessments aligned with the learning content of the Regents Assessments administered in January and June to measure student achievement. The assessments for each content area Regents will be submitted by content area teams to the District for approval, and the assessments shall include questions that measure all of the learning content contained within the content area Regents examination. Annually, achievement targets shall be established, based upon analysis of data from prior school years, and to the extent applicable from pre-assessments administered during the beginning of the interval of instruction aligned to the Common Core and/or New York State Learning Standards, whichever is applicable, in order to measure student achievement. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).

Note: For the 2013-14 school year, the District developed assessment will be aligned to the Comprehensive English Regents. Commencing with the 2014-15 school year, the District developed assessment will be aligned with the Common Core English Regents for students enrolled in Common Core Courses. The District and the Association will determine in the beginning of the 2014-15 school year whether the District developed Grade 11 assessment will be aligned with both the Comprehensive English Regents and the Common Core English Regents for students enrolled in Common Core courses. In the event that the parties agree to offer District developed assessments aligned with both the Common Core English Regents and the Comprehensive English Regents commencing with the 2014-15 school year, the higher of the two scores will be used to determine whether students belonging to the respective teachers of record meet or exceed their achievement targets, so long as permitted by SED.

For Grades 9-12 teachers of record who instruct in courses that do not end in a Regents examination, the parties agree to use District developed content area specific assessment to measure student achievement. Assessments will be developed by content area teams and approved by the District. Annually, achievement targets shall be established, based upon analysis of data from prior school years, and to the extent applicable from pre-assessments administered during the beginning of the interval of instruction aligned to the Common Core and/or New York State Learning Standards, whichever is applicable, in order to measure student achievement. Said targets shall be developed and agreed upon in committees comprised of grade

level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

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
Bilingual Courses	5) District/regional/BOCES-developed	Newburgh ECSD-Developed Grade Level and/or Course Specific Assessments
ESL	5) District/regional/BOCES-developed	Newburgh ECSD-Developed Grade level and/or course specific Assessment
Introduction to Geometry/Integrated Algebra	7) Student Learning Objectives	Newburgh ECSD-developed Introduction to Geometry/Integrated Algebra Assessment
All self-contained special education courses - Alternately Assessed	7) Student Learning Objectives	Newburgh ECSD-developed Grade Level and/or Course Specific Assessment
All other courses not listed above	7) Student Learning Objectives	Newburgh ECSD-developed Grade Level and/or Course Specific Assessment

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

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

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 parties agree to use District-developed assessments aligned to the Common Core and/or New York State Learning Standards, as applicable, to measure student achievement for all courses listed above. Assessments will be developed by grade level and/or content area teams and approved by the District. Annually, achievement targets shall be established, based upon analysis of data from prior school years where available, and to
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the extent applicable from pre-assessments administered during the fall of the school year. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators, and must be justifiable based upon the baseline data. Points (0-20) shall be assigned based upon the percentage of tested students belonging to each teacher of record who meet or exceed their achievement targets (see Table in Section 3.13).

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85-100% of students in a teacher of record's class will meet or exceed their achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-84% of students in a teacher of record's class will meet or exceed their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% of students in a teacher of record's class will meet or exceed their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students in a teacher of record's class will meet or exceed their achievement target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1001670-y92vNseFa4/Section 3.13 NTA 2.10.14.docx

3.14) Locally Developed Controls

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

After determining the percentage of students belonging to each teacher of record who meet their achievement targets, 1 point will be added to the teacher of record's score if as of BEDS day, 40-59.9% of the students belonging to the teacher of record are eligible for a Free or Reduced Lunch, and 2 points will be added to the teacher of record's score if as BEDS day, 60% or more of the students belonging to each teacher of record are eligible for a Free or Reduced Lunch. If less than 40% of the students belonging to a teacher of record are eligible for a Free or Reduced Lunch, then no points shall be added to the scores of the teacher of record. In no case will a teacher's HEDI score be increased by more than 2 points. And if the teacher of record's score is 0, no additional points shall be added to his or her score by virtue of this formula. In no instance will a teacher's score exceed the maximum available points for the locally selected measure.

The parties have negotiated this locally developed control because of the correlation between student performance between student performance and socioeconomic status. The socioeconomic status of the District's population is determined by factors outside of the District's control. Potential problematic incentives are mitigated since the students Eligible for a Free and Reduced Lunch belonging to each teacher of record is not determined by (and is outside of the control of) the respective teacher of records.

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 locally selected measures (for example, elementary common branch teachers in Grades K-5), results of multiple measures must translate into one overall score. Therefore, a HEDI score will be computed for each measure and each HEDI score will be weighted proportionally based on the number of students tested in each measure. The final HEDI rating and score for each teacher shall be based upon the weighted average of the HEDI ratings for each measure based upon the number of students tested in each measure. Normal rounding rules will apply; provided, however, rounding will not allow a teacher to move between different HEDI rating categories.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 14, 2014

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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	Not Applicable

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
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	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Danielson Framework for Teaching (2011 Revised Editions) is the agreed upon rubric for the local 60 point measure of teacher effectiveness for all classroom teachers covered under Education Law Section 3012-c.

The agreed upon points allocations within the four Domains of the rubric are uploaded in Section 4.5, along with the Rubric Conversion Chart. The parties have agreed that Domain 1 is weighted at 16 points (27% of the local 60 points); Domain 2 is weighted at 14 points (23% of the local 60 points); Domain 3 is weighted at 17 points (28% of the local 60 points); and Domain 4 is weighted at 13 points (22% of the local 60 points). All points (0-60) are obtainable within the uploaded conversion chart based upon the negotiated percentages attributable to the Domains and their components.

The parties have agreed upon the following methodology for assigning points within the 22 components of the four Domains:

Each unit member shall be evaluated annually in each component of the rubric, and shall be given a score on each component of 1, 2, 3 and 4. A rating of "4" corresponds with "Highly Effective"; a rating of "3" corresponds with "Effective"; a rating of "2" corresponds with "Developing"; and a rating of "1" corresponds with "Ineffective". In the event that all ineffective ratings are received within the

22 components of the rubric, then a score of “0” shall be earned.

In determining the final score for each component of the rubric at the end of the school year for which the teacher is being observed, the teacher shall be credited with the highest observed rating for that component evidencing the teacher’s ability to perform at that level. [For example, if a teacher was observed as “developing” (as noted with a “2” on the rubric conversion chart) during an announced observation for component 3(b) of the rubric and was subsequently observed during an unannounced observation as “highly effective” (as noted with a “4” on the rubric conversion chart), the teacher shall receive a “4” for component 3(b) of the rubric within his/her final local 60 point rubric rating.]

All observed components will be scored annually and the rubric scores listed on the attached rubric conversion chart are the minimum scores necessary to obtain the corresponding HEDI ratings. Normal rounding rules will apply to arrive at the final local 60 point rubric rating. However, in no case will rounding rules cause a teacher's score to move into a different HEDI performance category.

Each component within a domain will be weighted and combined to result in a final domain rating in accordance with the parties' locally negotiated weightings. Each domain will then be weighted and totaled (1-4) which shall be converted to a final Local 60 Point Rubric Score based upon the uploaded conversion chart which will be used to assign HEDI points corresponding with that score.

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

assets/survey-uploads/12179/1001671-eka9yMJ855/Section 4.5 Local 60 Point Calc NTA Chart 2013-14.doc

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.	Teachers performing at this level are master teachers and contribute to the community of learners both in and outside of the classroom. Their classrooms exhibit highly engaged students who demonstrate responsibility for their own education. These classrooms are models of self direction on the part of the students and appear to be effortless. Normal rounding rules will apply. In no event shall rounding rules cause a teacher to move into a different HEDI performance category.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective teachers clearly understand the concepts of the components of the rubric and are able to implement each of the domains well. They demonstrate knowledge of their content, their students, and the curriculum and have a wide range of strategies and activities to engage their students. There is evidence that they are continually striving to improve their practice. Normal rounding rules will apply. In no event shall rounding rules cause a teacher to move into a different HEDI performance category.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing teachers demonstrate limited understanding of the concepts of the components of the rubric and inconsistently implement each of the domains. These teachers are developing a firm grasp of their content, their students, and the curriculum. They have a limited range of strategies and activities to engage their students. These teacher may become effective with additional readings, discussions, classrooms visits, and experience with a master teacher (mentor). Normal rounding rules will apply. In no event shall rounding rules cause a teacher to move into a different HEDI performance category.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective teachers lack an understanding of the concepts of the components of the rubrics and do not implement each of the

domains. These teachers fail to demonstrate a knowledge of their content, their students, and the curriculum. Students appear disinterested and not engaged in the learning in the classroom. Assistance in fundamental pedagogical practices needs to be provided for these teachers to improve. Normal rounding rules will apply. In no event shall rounding rules cause a teacher to move into a different HEDI performance category.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Enter 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 probationary teachers be done in person, by video, or both?

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/148356-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN FORM.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process:

A. Any teacher who receives an ineffective rating on their annual composite APPR or a tenured teacher who receives a developing rating on his/her 60 point measure shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee from the Human Resources Department, who shall be

trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

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

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

D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within fourteen business days of the receipt of the appeal. If the Superintendent or designee upholds the evaluation, then the teacher shall be entitled to a meeting with the Superintendent and Union representative. So long as the decision is made within the timeframe set forth in this paragraph the decision of the Superintendent or the Superintendent's administrative designee, and the alleged violation is not one of the standards contained in Appendix A, sub-paragraphs a-e or g-h to paragraph 17 of the parties' Memorandum of Agreement dated September 4, 2013, the decision shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. In the event that the decision of the Superintendent or the Superintendent's administrative designee is not made within the timeframe set forth in this paragraph, the appeal shall be sustained. Every effort will be made to conduct the meeting in a timely and expeditious manner, in accordance with Education Law Section 3012-c.

In the event that the Superintendent fails to sustain an appeal containing alleged violations of the standards set forth in sub-paragraphs a through e and g through h of Appendix A to paragraph 17 of the parties' September 4, 2013 Memorandum of Agreement (contained in Note 1 below), within ten (10) business days of the receipt of the decision of the Superintendent or designee, the Association may submit such procedural violation(s), that were raised by the teacher in writing, at a time proximate to the alleged violation and not timely corrected by Administration, to expedited final and binding arbitration before arbitrator David N. Stein or Melinda Gordon, in the event of his unavailability [see Note 2]. The failure of a teacher to notify the District of deadlines for the performance of observation(s) and delivery of observation report(s) shall not constitute a defense to an alleged procedural violation of the District. The arbitrator shall issue a decision at the hearing, which shall be held in a timely and expeditious fashion, on a form to be provided by the parties, without opinion other than noting which procedure(s) was violated, if any. If a violation(s) is found by the arbitrator, he or she will order that the teacher's composite score be invalidated by the District. It is expected that if there are several such cases to be adjudicated that they shall be resolved in the same day by the arbitrator. The cost of arbitration shall be borne equally by the District and the Association. It is acknowledged that the sustaining of an appeal shall not form the basis for a challenge in the case of a probationary teacher who is subject to mid-term termination or a tenure denial.

Note: The provisions set forth above shall neither be construed to alter or affect the rights of probationary teachers pursuant to Section 3031 of the New York State Education Law, nor shall the provisions set forth above limit the right of probationary teachers to file contractual grievances under Article X, Sections A through I of the NTA Collectively Negotiated Agreement.

[Note 1]: The standards referenced above from the parties' MOA are as follows:

- a. The first observation must be conducted by February 15th, the second by the close of business by the Friday before Memorial Day and the third (where applicable) by June 5th.
- b. The first observation cycle shall begin no earlier than following the 15th day when students are in session during the fall semester.
- c. The pre-observation and post-observation conferences will be held at mutually agreeable times not more than 10 school days before and after the formal announced observation. Teachers will bring their lesson plans to the post-observation conference. The post-observation conference shall not be held within two days of the observation.
- d. Teachers shall receive formal observation write-up within 10 school days after the post-observation conference.
- e. The District will endeavor not to cancel a scheduled observation. However, when cancellations occur, the rescheduled observation will be at a mutually agreed upon time. In the event that the teacher unreasonably withholds consent to the rescheduling of such make-up observation, the District shall have the right to reasonable schedule the same.

- g. The teacher will receive the second observation form no later than 10 school days after the second observation.
- h. Tenured classroom teachers who receive an overall ineffective or overall developing rating on the first formal observation, upon request shall be assigned a different evaluator for the second observation.

[Note 2]: In the event that any of the above-named arbitrators are unavailable, the parties shall mutually agree upon an alternate arbitrator(s) to serve in their steads.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

The district has designed and implemented Learning Focused Supervision training with a certified Danielson trainer and an Educational Consultant. The training was provided to all evaluators and lead evaluators for the purposes of initial evaluator and lead evaluator training. The training included teachers from all schools in the district working side by side with administrators to collect evidence based data, remove bias, conduct a pre-observation conference and a post observation conference.

All evaluators and lead evaluators took part in the Danielson Teachscape Course. All evaluators are trained as lead evaluators. As new evaluators and lead evaluators are hired, they will be provided with training to certify them as evaluators or lead evaluators, as applicable. Lead evaluators and evaluators have been training in all areas required by Section 30-2.9(b) of the Rules of the Board of Regents.

The Danielson Teachscape Course:

Each part of the Proficiency System includes master-scored videos at all levels of performance.

1. Framework for Teaching—Observer Training

2. Framework for Teaching—Scoring Practice

3. Framework for Teaching—Proficiency Test

Over 100 master-scored videos for training and assessment

With over 100 web-based master-scored videos, the Framework for Teaching Proficiency System focuses on the practical application of Charlotte Danielson's New Framework for Teaching Evaluation Instrument to observational evaluation. The Framework for Teaching Proficiency System develops the skills and expertise of observers so they can make better judgments of teaching practice.

Observer Training

Framework for Teaching—Observer Training includes eleven online professional development modules that prepare observers to deliver accurate and reliable evaluations of classroom teaching. Observer Training modules are designed for flexible use and can be used for self-paced, self-guided learning or as part of facilitated learning groups. Training topics include:

- The research and rationale behind the New Framework for Teaching Evaluation Instrument
- How to effectively conduct observations using the in-class observable domains of the New Framework for Teaching Evaluation Instrument
- Bias-awareness training to minimize the effects of observer bias

Scoring Practice

Framework for Teaching—Scoring Practice prepares observers for real-world classroom observations by allowing them to practice their observation skills using master-scored classroom videos. In Scoring Practice an observer:

- Views online videos of real classrooms
- Scores the videos using the New Framework for Teaching Evaluation Instrument
- Receives feedback and compares his or her scores with the master scores assigned by an expert

Proficiency Test

Developed in partnership with Charlotte Danielson and ETS, the Framework for Teaching—Proficiency Test is a rigorous next-generation assessment that uses innovative video-based items to assess the ability of observers to accurately evaluate teaching practice using Charlotte Danielson's New Framework for Teaching Evaluation Instrument.

In summary:

Lead evaluators will be certified after successful completion of the following:

6 Full day sessions of Learning Focused Supervision Training presented by Danielson Trainers

Pre-observation conferences

Observation writing/scripting

Post-observation dialogue

Summative evaluation writing
15 Hour Teachscape Online Proficiency Exam

Completion of the training sessions will insure inter-rater reliability.

All new administrators will be required to undergo the Teachscape certification process referenced above and must pass the Online Proficiency Examination in order to be certified as evaluators or lead evaluators.

Newly hired administrators, in addition to the above-referenced training, will also be trained in all other areas required by Part 30-2.9(b) of the Rules of the Board of Regents. Network team training through the BOCES or specialist or another certified provider will be utilized for lead evaluator training prior to Board of Education certifying lead evaluators. A minimum of three six hours days of training will be provided prior to certification of lead evaluators.

Evaluators and lead evaluators will be re-certified on an annual basis after successful completion of a minimum of four hours of training provided by qualified individuals or entities.

Completion of this training will re-certify previously certified observers and lead evaluators and will ensure inter-rater reliability. The Board of Education shall annually recertify lead evaluators after receipt of training as referenced above.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Page 1

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

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

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

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

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

PK-5
K-5
K-8
6-8
9-12

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
PK-5	(d) measures used by district for teacher evaluation	Newburgh ECSD-Developed Grades K-5 ELA and Math Assessments
K-5	(d) measures used by district for teacher evaluation	Newburgh ECSD-Developed Grades K-5 ELA and Math Assessments
K-8	(d) measures used by district for teacher evaluation	Newburgh ECSD-Developed Grades K-8 ELA and Math Assessments
6-8	(d) measures used by district for teacher evaluation	Newburgh ECSD-Developed Grades 6-8 ELA and Math Assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 Year Graduation Rate

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The parties have agreed to use student achievement on locally developed ELA and Math assessments as the locally selected measure for all building principals other than the High School Building Principal. Annually, achievement targets shall be established, based upon analysis of data from prior school years where available, and to the extent applicable from pre-assessments administered during the fall of the school year. Said targets shall be developed and agreed upon in committees comprised of grade level and/or content area professional educators (set collaboratively between principals, central office administrators and other pedagogical employees), and must be justifiable based upon the baseline data. Points (0-15) shall be assigned based upon the percentage of tested students in the building who meet or exceed their achievement targets (see Table 2 in Section 8.1). Until a value-added growth measure is implemented, Table 1 set forth in section 8.1 shall be used to allocate points (0-20) for all building principals, excluding the</p>
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High School Principal.

Students that are newly enrolled in the District after the end of the third marking period shall not be included in a building principal's score for the above-referenced locally selected measure of student achievement.

For the High School Principal, the parties have agreed to use the four year High School graduation rate as the locally selected measure of student achievement. Points (0-15) shall be assigned based upon the percentage students graduating in the current school year who began 9th Grade four (4) years prior thereto (see Table 4 in Section 8.1). Until a value-added growth measure is implemented, Table 3 set forth in section 8.1 shall be used to allocate points (0-20) for the High School building principals.

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

All Principals except High School Principal: 85-100% of students in the building will meet their achievement targets.

High School Principal: 68-100% of students graduate in a four year period.

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

All Principals except High School Principal: 50-84% of students in the building will meet their achievement targets.

High School Principal: 59-67% of students graduate in a four year period.

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

All Principals except High School Principal: 20-49% of students in the building will meet their achievement targets.

High School Principal: 53-58% of students graduate in a four year period.

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

All Principals except High School Principal: 0-19% of students in the building will meet their achievement targets.

High School Principal: 0-52% of students graduate in a four year period.

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

(No response)

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

assets/survey-uploads/12190/1001675-qBFVOWF7fC/Section 8.1 Tables 1 through 4 NSAA Local 15 or 20 Points 5.7.14.docx

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

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

those listed in Task 7.3.

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

After determining the percentage of students who meet the achievement targets within the building for each building principal (or after computing the 4 year HS graduation rate for the High School Principal), 1 point will be added to the principal's score if as of BEDS day, 40-59.9% of the students within their building are eligible for a Free or Reduced Lunch, and 2 points will be added to the principal's score if as BEDS day, 60% or more of the students in the building are eligible for a Free or Reduced Lunch. If less than 40% of the students in the building are eligible for a Free or Reduced Lunch, then no points shall be added to principal's score. In no case will a principal's HEDI score be increased by more than 2 points. And if the principal's score is 0, no additional points shall be added to his or her score by virtue of this formula. In no instance will a principal's score exceed the maximum available points for the locally selected measure.

The parties have negotiated this locally developed control because of the correlation between student performance between student performance and socioeconomic status. The socioeconomic status of the District's population is determined by factors outside of the District's control. Potential problematic incentives are mitigated since the population of students Eligible for a Free and Reduced Lunch is not determined by (and is outside of the control of) Building Principals.

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.

For building principals with multiple locally selected measures (for example, building principals whose scores are based upon the achievement of all tested students within the building on locally developed assessments in both ELA and Math), results of multiple measures must translate into one overall score. Therefore, a HEDI score will be computed for each measure and each HEDI score will be weighted proportionally based on the number of students tested in each measure. The final HEDI rating and score for each principal shall be based upon the weighted average of the HEDI ratings for each measure based upon the number of students tested in each measure. Normal rounding rules will apply; provided, however, rounding will not allow a principal to move between different HEDI rating categories.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District and the Association have agreed to the following Points Allocation to be used for the final summative evaluation (Local 60 Point Rubric Rating) among the following six Domains contains within the agreed-upon principal practice rubric:

- Domain "A": Diagnosis and Planning - 10 Points
- Domain "B": Priority and Management and Communication - 10 Points
- Domain "C": Curriculum and Data -10 Points
- Domain "D": Supervision, Evaluation and Professional Development - 10 Points
- Domain "E": Discipline and Family Involvement - 10 Points
- Domain "F": Management and External Relations - 10 Points

The parties further agree that the Local 60 Point Rubric Rating will be computed for the purpose of the Final Summative Evaluation based upon the following methodology within the sub-domains "a" through "j" in each of the six above-noted Domains:

- Highly Effective = 1 Point
- Effective = .9 of a Point
- Developing (which coincides with "Improvement Necessary" on the Marshall Rubric) = .8 of a Point
- Ineffective (which coincides with "Does Not Meet Standards" on the Marshall Rubric) = 0 Points

All points will be added up at the end of the school year for which the principal is being observed to determine the principal's local 60 point rubric rating. Normal rounding rules will apply. However, in no event will rounding rules cause a principal to move into a different HEDI performance category.

Whereas the parties have also agreed to the following procedures for observations:

Tenured principals shall receive a minimum of three (3) supervisory visits per year, with a mid-year status conference. At least two (2) supervisory visits shall be announced; provided, however, that there shall be at least one (1) unannounced supervisory visit for tenured principals.

Probationary building principals shall receive a minimum four (4) supervisory visits per year, with a mid-year status conference, if applicable. At least three (3) supervisory visits shall be announced; provided, however, that there shall be at least one (1) unannounced supervisory visit for probationary building principals.

The mid-year status conference for tenured building principals and for probationary building principals, if applicable to the latter, shall be comprised of an in-person conference with the supervisor where suggestions for areas for growth within the domains will be

addressed as well as the building principal's strength and weaknesses, ultimately culminating in written feedback to the building principal.

The evidence observed from multiple supervisory visits will be combined to result in a final HEDI score based upon the preponderance of the evidence/artifacts observed throughout the school year (e.g. holistically, based upon the HEDI rating observed most often throughout the school year). In the event that improvement is seen throughout the school year based upon the quality of the evidence observed and artifacts reviewed, the growth will be considered in determining the final HEDI rating within any such sub-domain (for example, if a sub-domain was observed during a supervisory visit as "developing" during the first half of the school year and subsequently observed as "effective" during the second half of the school year, the final HEDI rating for that sub-domain would reflect an "effective" due to the growth shown throughout the school year).

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.	55-60
Effective: Overall performance and results meet standards.	49-54
Developing: Overall performance and results need improvement in order to meet standards.	31-48
Ineffective: Overall performance and results do not meet standards.	0-30

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	49-54
Developing	31-48
Ineffective	0-30

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Wednesday, April 30, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55-60
Effective	49-54
Developing	31-48
Ineffective	0-30

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

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

Overall
 Composite Score

Highly Effective
 22-25
 14-15
 Ranges determined locally--see above
 91-100

Effective
 10-21
 8-13
 75-90

Developing
 3-9
 3-7
 65-74

Ineffective
 0-2
 0-2
 0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/149181-Df0w3Xx5v6/Principal Improvement Plan.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Any building principal who receives an ineffective rating on his/her annual composite APPR or a tenured building principal who receives a developing rating on his/her Local 60 rubric score shall be entitled to an appeal, based on a paper submission to the evaluator, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification.

2. 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 building 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.

3. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) business days of the presentation of the final document to the principal or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second ten (10) business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

4. The evaluator shall respond to the appeal with a written answer that either grants the appeal and directs further administrative action or denies the appeal. Such decision shall be made in writing within ten (10) business days of the receipt of the appeal.

5. A. In the event that the building principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent or, in his absence, the Assistant Superintendent for Human Resources (his "designee"), within ten (10) business days of receipt of the evaluator's decision upon the appeal.

1. The first part of the appeal to the Superintendent or his designee shall consist of a review of the appeal by an Appeals Committee that shall be composed of the following membership:

- i. The NSAA President or designee;
- ii. One (1) tenured administrator selected by the NSAA President or designee;
- iii. One (1) tenured administrator not in the NSAA Unit selected by the Superintendent of Schools.

2. Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with such training.

3. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools or his designee within ten (10) business days of receipt of the appeal.

B. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools or his designee, who following review of said recommendation shall issue his or her decision within ten (10) business days of receipt of the Appeals Committee recommendation. The decision of the Superintendent or his designee shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.

C. In the case of a tenured principal appealing from a second consecutive ineffective Annual Composite APPR rating, the Appeals Committee stage shall be by-passed, with the second review being directly entertained by the Superintendent of Schools or his designee or, at the tenured principal's sole option, to an arbitrator referenced in the Appendix.

Nothing in this appeals process shall be construed to not be in compliance with Section 3012-c of the Education Law. The appeals process as a whole will be conducted in a timely and expeditious manner.

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

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

The Lead Evaluator has attended all sessions provided by the SED NTE trainings.

The Lead Evaluator coordinated facilitated training by an Educational Consultant for all school principals. The sessions insured shared understanding of the domains and elements from the Kim Marshall Rubric.

Several sessions were facilitated between the lead evaluator and the principals. Evidence was agreed upon for each section. An onsite visitation protocol was designed between the evaluator and the principals and key stakeholder meetings were agreed upon.

The process to administer the evaluation was agreed upon with each principal prior to the evaluation occurring.

At this point, all principals have been evaluated on the Kim Marshall rubric.

The process for initially certifying lead evaluators of principals included:

16 hours of evidence based collection aligned to the Kim Marshall rubric
4 full day training sessions on learning focused supervision
Individual conferencing with principal
Review of multiple sources of data
Evaluation report writing

After completion of this training, which included all of the requirements set forth in Part 30-2.9(b) of the Rules of the Board of Regents, the Board of Education certified lead evaluators by Resolution.

Newly hired lead evaluators of building principals will received training in all areas required by Part 30-2.9(b) of the Rules of the Board of Regents. Network team training through the BOCES or specialist or another certified provider will be utilized for lead evaluator training prior to Board of Education certifying lead evaluators. A minimum of three six hours days of training will be provided prior to certification of new lead evaluators.

Lead evaluators will be re-certified on an annual basis after successful completion of a minimum of four hours of training provided by qualified individuals or entities.

Completion of this training will re-certify previously certified lead evaluators and will ensure inter-rater reliability. Lead evaluators of building principals will meet periodically throughout the school year to calibrate inter-rater reliability based upon evidence collected. The Board of Education shall annually re-certify lead evaluators by resolution after receipt of training as referenced above.

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

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 Tuesday, April 30, 2013

Updated Friday, June 20, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/1001679-3Uqgn5g9Iu/District Certification Form Newburgh ECSD 6.20.14.pdf](assets/survey-uploads/12158/1001679-3Uqgn5g9Iu/District%20Certification%20Form%20Newburgh%20ECSD%206.20.14.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

Section 2.11
SLO Growth Chart

Rating	% of students meeting target	Overall Value
Highly Effective	97-100	20
Highly Effective	91-96	19
Highly Effective	85-90	18
Effective	84	17
Effective	83	16
Effective	82	15
Effective	81	14
Effective	80	13
Effective	76-79	12
Effective	67-75	11
Effective	60-66	10
Effective	50-59	9
Developing	46-49	8
Developing	41-45	7
Developing	39-40	6
Developing	34-38	5
Developing	27-33	4
Developing	20-26	3
Ineffective	16-19	2
Ineffective	11-15	1
Ineffective	0-10	0

Table 1 - Section 3.3 of the Review Room

Rating Bands – For Local 20 Points

Rating	% of students in a teacher's class who meet or exceed their achievement target	Overall Value
Highly Effective	95-100	20
Highly Effective	89-94	19
Highly Effective	85-88	18
Effective	81-84	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	56-59	11
Effective	53-55	10
Effective	50-52	9
Developing	45-49	8
Developing	40-44	7
Developing	35-39	6
Developing	30-34	5
Developing	25-29	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	11-14	1
Ineffective	0-10	0

Table 2 - Section 3.3 of the Review Room*

**Rating Bands – For Local 15 Points
(upon the State’s introduction of its Value-Added Growth Model)**

Rating	% of students in a teacher’s class who meet or exceed the achievement Target	Overall Value
Highly Effective	93-100	15
Highly Effective	85-92	14
Effective	79-84	13
Effective	73-78	12
Effective	68-72	11
Effective	62-67	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	39-43	6
Developing	33-38	5
Developing	25-32	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	10-14	1
Ineffective	0-9	0

*Until a value-added growth measure is implemented by SED, Table 1 set forth above (0-20 points) shall be used to allocate points for Grades 4-8 common branch, ELA and Math teachers of record.

Section 3.13 of the Review Room

Rating Bands – For Local 20 Points

Rating	% of students in a teacher's class who meet or exceed their achievement target	Overall Value
Highly Effective	95-100	20
Highly Effective	89-94	19
Highly Effective	85-88	18
Effective	81-84	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	56-59	11
Effective	53-55	10
Effective	50-52	9
Developing	45-49	8
Developing	40-44	7
Developing	35-39	6
Developing	30-34	5
Developing	25-29	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	11-14	1
Ineffective	0-10	0

Section 4.5: Local 60 Point Weightings - NTA

Danielson's Framework For Teaching (2011 Revised Edition)		Relative Value of Each Domain	Relative Value of Each Component within the Domain
Domain1: Planning and Preparation		27%	
	A. Knowledge of Content and Pedagogy		19%
	B. Knowledge of Students		19%
	C. Setting Instructional Outcomes		12%
	D. Knowledge of Resources		12%
	E. Designing Coherent Instruction		19%
	F. Designing Student Assessments		19%
			100%
Domain 2: Classroom Environment		23%	
	A. Respect and Rapport		22%
	B. Culture for Learning		22%
	C. Managing Classroom Procedures		21%
	D. Managing Student Behavior		21%
	E. Organizing Physical Spaces		14%
			100%
Domain 3: Instruction		28%	
	A. Communicating with Students		24%
	B. Questioning/Prompts and Discussion		18%
	C. Engaging Students in Learning		24%
	D. Using Assessment in Instruction		17%
	E. Using Flexibility and Responsiveness		17%
			100%
Domain 4: Professional Responsibilities		22%	
	A. Reflecting on Teaching		23%
	B. Maintaining Accurate Records		23%
	C. Communicating with Families		15%
	D. Participating in a Professional Community		8%
	E. Growing and Developing Professionally		16%
	F. Showing Professionalism		15%
			100%

Rubric Conversion Chart – Section 4.5

Rubric Score	Conversion score	Rubric Score (cont'd)	Conversion score (cont'd)	Rubric Score (cont'd)	Conversion score (cont'd)
1	0	1.35	20	2.437	55.3
1.018	1	1.358	21	2.532	56.2
1.032	1.2	1.367	22	2.581	56.4
1.035	1.4	1.375	23	2.6	57
1.042	1.6	1.383	24	2.629	57.1
1.048	1.8	1.392	25	2.662	57.2
1.05	2	1.4	26	2.679	57.3
1.053	2.5	1.417	27	2.7	57.4
1.065	3	1.435	28	2.73	57.5
1.067	3.5	1.468	29	2.781	57.6
1.07	4	1.484	30	2.8	57.7
1.084	4.5	1.5	31	2.9	57.8
1.108	5	1.517	32	3	57.9
1.115	5.5	1.533	33	3.1	58
1.123	6	1.567	34	3.2	58.1
1.131	6.5	1.6	35	3.3	58.2
1.136	7	1.634	36	3.4	58.3
1.146	7.5	1.647	37	3.5	58.4
1.154	8	1.649	38	3.6	58.5
1.162	8.5	1.666	39	3.7	59
1.169	9	1.7	40	3.8	59.3
1.177	9.5	1.737	41	3.9	59.7
1.185	10	1.754	42	4	60
1.192	10.5	1.784	43		
1.2	11	1.8	44		
1.208	11.5	1.819	45		
1.217	12	1.851	46		
1.225	12.5	1.887	47		
1.233	13	1.9	48		
1.242	13.5	1.918	49		
1.25	14	1.935	50		
1.258	14.5	1.984	51		
1.267	15	2	52		
1.275	15.5	2.067	52.4		
1.283	16	2.1	52.8		
1.292	16.5	2.153	53		
1.3	17	2.188	53.4		
1.308	17.5	2.2	53.7		
1.317	18	2.237	54		
1.325	18.5	2.3	54.3		
1.333	19	2.386	54.7		
1.342	19.5	2.4	55		

**TEACHER IMPROVEMENT PLAN FORM
FOR TEACHERS SUBJECT TO SECTION 3012-c OF THE EDUCATION LAW AND
PART 30-2 OF THE REGENTS RULES**

Please specify:¹

- (i) the area(s) in need of improvement:

- (ii) the performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve an effective rating:

- (iii) how improvement will be measured and monitored (providing for periodic reviews of progress and goal achievement):

- (iv) the anticipated frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned):

- (v) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher.

¹ Unless another form is mutually agreed upon, a TIP shall be provided in a narrative form.

Table 1 - Section 8.1 of the Review Room

Rating Bands – For Local 20 Points for PK-5, K-5, K-8 and 6-8 Buildings

Rating	% of students in the building who meet or exceed their achievement target	Overall Value
Highly Effective	95-100	20
Highly Effective	89-94	19
Highly Effective	85-88	18
Effective	81-84	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	56-59	11
Effective	53-55	10
Effective	50-52	9
Developing	45-49	8
Developing	40-44	7
Developing	35-39	6
Developing	30-34	5
Developing	25-29	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	11-14	1
Ineffective	0-10	0

Table 2 - Section 8.1 of the Review Room*

Rating Bands – For Local 15 Points for PK-5, K-5, K-8 and 6-8 Buildings

(upon the State’s introduction of its Value-Added Growth Model)

Rating	% of students in the building who meet or exceed their achievement target	Overall Value
Highly Effective	93-100	15
Highly Effective	85-92	14
Effective	79-84	13
Effective	73-78	12
Effective	68-72	11
Effective	62-67	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	39-43	6
Developing	33-38	5
Developing	25-32	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	10-14	1
Ineffective	0-9	0

*Until a value-added growth measure is implemented by SED, Table 1 set forth above (0-20 points) shall be used to allocate points for all building principals in building configurations as indicated above.

Table 3 - Section 8.1 of the Review Room

Rating Bands – For Local 20 Points for the High School Building Principal

% of students graduating in four years	Highly Effective	Effective	Developing	Ineffective
0-50				0
51				1
52				2
53			3	
54			4	
55			5	
56			6	
57			7	
58			8	
59		9		
60		10		
61		11		
62		12		
63		13		
64		14		
65		15		
66		16		
67		17		
68	18			
69	19			
70-100	20			

Table 4 - Section 8.1 of the Review Room*

Rating Bands – For the Local 15 Points for the High School Building Principal

(upon the State’s introduction of its Value-Added Growth Model)

% of students graduating in four years	Highly Effective	Effective	Developing	Ineffective
0-50				0
51				1
52				2
53			3	
54			4	
55			5	
56			6	
57-58			7	
59		8		
60		9		
61		10		
62-63		11		
64-65		12		
66-67		13		
68-69	14			
70-100	15			

*Until a value-added growth measure is implemented by SED, Table 3 set forth above (0-20 points) shall be used to allocate points for the High School Building Principal.

PRINCIPAL IMPROVEMENT PLAN

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

Educator's Signature

Date

Administrator's Signature

Date

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Ralph A. Liggio, 6/20/14

Teachers Union President Signature: Date:

Art Lee - 6/20/14

Administrative Union President Signature: Date:

Lawson Valentini 6/20/14

Board of Education President Signature: Date:

Jan M. Furl 6/20/14