



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

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

September 4, 2012

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

Dear Superintendent Pizzo:

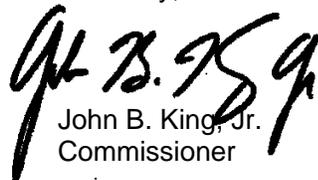
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

c: John C. Penoyer

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

# Annual Professional Performance Reviews: 2012-13

Created Friday, July 06, 2012

Updated Monday, August 27, 2012

---

## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

- 
- Governor's Management Efficiency Grant
-

- Strengthening Teacher and Leader Effectiveness RFP (NYSESED)
- School Innovation Fund Round 2 (NYSESED)
- Systemic Supports for District and School Turnaround (NYSESED)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Tuesday, July 03, 2012

Updated Friday, August 31, 2012

---

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

2.1) Assurances   Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

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

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	TerraNova3
1	State-approved 3rd party assessment	TerraNova3
2	State-approved 3rd party assessment	TerraNova3

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

For the 2012-13 school year, the TerraNova3 assessments and the NYSTP Grade 3 ELA Assessment will be used to measure

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	student growth for Grades K-3. For grade K-2 students TerraNova3 assessments will be administered during the month of September and again during the month of May to measure growth. Growth of students in grade 3 will be determined by the difference in TerraNova3 pre-assessment scores and student scores on the NYSTP assessment. A teacher of record shall earn points based on the percentage of students belonging to that teacher who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 2.11.
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 show growth.
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 show growth.
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 show growth.
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 show growth.

## 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	State-approved 3rd party assessment	TerraNova3
1	State-approved 3rd party assessment	TerraNova3
2	State-approved 3rd party assessment	TerraNova3

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, the TerraNova3 assessments and the NYSTP Grade 3 Math Assessment will be used to measure student growth for Grades K-3. For students in K-2 TerraNova3 assessments will be administered during the month of September and again during the month of May to measure growth. Growth for students in grade 3 will be determined by the difference in TerraNova pre-assessment scores and student scores on the NYSTP assessment. A teacher of record shall earn points based on the percentage of students belonging to that teacher who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 2.11.
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 show growth.
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 show growth.

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 show growth.
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 show growth.

## 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	District Developed Grade 6 Science Summative Performance Task
7	District, regional or BOCES-developed assessment	District Developed Grade 7 Science Summative Performance Task
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, using the district developed science preassessments as pretests for grades 6-8 and district summative performance tasks as summative measures for grades 6 and 7 and the NYSTP Grade 8 Science Assessment as summative measures, student growth will be measured from pre-assessment to post-assessment. The percentage of students who who meet or exceed growth targets will be calculated for each teacher for each course. A teacher of record shall earn points based on the percentage of students belonging to that teacher who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 2.11.
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 show growth.
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 show growth.
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 show growth.
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 show growth.

## 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	District Developed Grade 6 Social Studies Summative Performance Task
7	District, regional or BOCES-developed assessment	District Developed Grade 7 Social Studies Summative Performance Task
8	District, regional or BOCES-developed assessment	District Developed Grade 8 Social Studies Summative Performance Task

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, using district developed social studies pre-assessments as pretests for grades 6-8 and district summative performance tasks as a summative measures, student growth will be measured from pre-assessment to post-assessment. The percentage of students who meet or exceed growth targets will be calculated for each teacher for each course. A teacher of record shall earn points based on the percentage of students belonging to that teacher who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 2.11.
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 show growth.
Effective (9 - 17 points) Results meet District goals for similar students.	50-84% of students in a teacher of record's class will show growth.
Developing (3 - 8 points) Results are below District goals for similar students.	20-49% of students in a teacher of record's class will show growth.
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 show growth.

## 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	District Developed Global 1 Summative Performance Task

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, a pretest will be administered in the month of September using a district created performance task aligned to the standards and learning outcomes anticipated for each course. The post assessment will be a summative performance task or the NYS Regents Assessments administered in June to measure growth. A teacher of record shall earn points based on the percentage of students belonging to that teacher who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 2.11.
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 show growth.
Effective (9 - 17 points) Results meet District goals for similar students.	50-84% of students in a teacher of record's class will show growth.
Developing (3 - 8 points) Results are below District goals for similar students.	20-49% of students in a teacher of record's class will show growth.
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 show growth.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, a district developed pretest will be administered in the month of September. The post -assessment will be the NYS Regents Assessments administered in June to measure growth. A teacher of record shall earn points based on the percentage of students belonging to that teacher who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 2.11.
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 show growth.
Effective (9 - 17 points) Results meet District goals for similar students.	50-84% of students in a teacher of record's class will show growth.

Developing (3 - 8 points) Results are below District goals for similar students.	20-49% of students in a teacher of record's class will show growth.
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 show growth.

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, a district developed pretest will be administered in the month of September. The post -assessment will be the NYS Regents Assessments administered in June to measure growth. A teacher of record shall earn points based on the percentage of students belonging to that teacher who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 2.11.
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 show growth.
Effective (9 - 17 points) Results meet District goals for similar students.	50-84% of students in a teacher of record's class will show growth.
Developing (3 - 8 points) Results are below District goals for similar students.	20-49% of students in a teacher of record's class will show growth.
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 show growth.

## 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
-----------------------------	------------



Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, a district created pre-assessment will be administered in the month of September. A district created summative performance task will be administered in June. A teacher of record shall earn points based on the percentage of students belonging to that teacher who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 2.11.
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 show growth.
Effective (9 - 17 points) Results meet District goals for similar students.	50-84% of students in a teacher of record's class will show growth.
Developing (3 - 8 points) Results are below District goals for similar students.	20-49% of students in a teacher of record's class will show growth.
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 show growth.

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/5364/148289-TXEttx9bQW/NTA Local Measure of Student Achievement and Growth\_1.pdf*

## 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*In setting targets for 3rd party assessments and locally developed measures, teachers in collaboration with the school principal, will consider student prior academic history, students with disabilities, and English language learners by reviewing student data and setting targets accordingly. The District's educational philosophy is based on providing all students equitable opportunities to maximize their learning by recognizing and factoring in the various strengths and needs of students based on their unique characteristics and backgrounds. Needs notwithstanding, the district's expectations are based on high standards and rigor for all students. The district has created criteria for the approval of the SLO that reflect these high standards for all students.*

## 2.13) Teachers with more than one growth measure

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

grade math courses.)

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, July 03, 2012

Updated Tuesday, September 04, 2012

---

#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	TerraNova3
5	4) State-approved 3rd party assessments	TerraNova3
6	4) State-approved 3rd party assessments	TerraNova3
7	4) State-approved 3rd party assessments	TerraNova3
8	4) State-approved 3rd party assessments	TerraNova3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For the 2012-13 school year, the TerraNova3 assessments will be used to measure student growth for Grades 4-8 in ELA. TerraNova3 assessments will be administered during the month of September and again during the month of May to measure growth. A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students in a teacher of record's class will show growth.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-89% of students in a teacher of record's class will show growth.
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 show growth.
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 show growth.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	TerraNova3
5	4) State-approved 3rd party assessments	TerraNova3
6	4) State-approved 3rd party assessments	TerraNova3
7	4) State-approved 3rd party assessments	TerraNova3
8	4) State-approved 3rd party assessments	TerraNova3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For the 2012-13 school year, the TerraNova assessments will be used to measure student growth for Grades 4-8 in math. TerraNova3 assessments will be administered during the month of September and again during the month of May to measure growth. A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who meet or exceed growth targets during the 2012-13 school year, in accordance with the Table in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students in a teacher of record's class will show growth.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-89% of students in a teacher of record's class will show growth.
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 show growth.
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 show growth.

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/148310-rhJdBgDruP/NTA Local Measure of Student Achievement and Growth (1).pdf*

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	TerraNova3
1	4) State-approved 3rd party assessments	TerraNova3
2	4) State-approved 3rd party assessments	TerraNova3
3	4) State-approved 3rd party assessments	TerraNova3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-13 school year, the TerraNova3 assessments will be used to measure achievement for Grades K-3. A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who achieve a specified target.
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 achieve a specified 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 achieve a specified 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 achieve a specified 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 achieve a specified target.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	TerraNova3
1	4) State-approved 3rd party assessments	TerraNova3
2	4) State-approved 3rd party assessments	TerraNova3
3	4) State-approved 3rd party assessments	TerraNova3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-13 school year, the TerraNova3 assessments will be used to measure achievement for Grades K-3. A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who achieve a specified target.
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 achieve a specified 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 achieve a specified target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for	20-49% of students in a teacher of record's class will achieve a specified target.

grade/subject.

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 achieve a specified target.

### 3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-13 school year, district developed science performance tasks will be used to measure student achievement for Grades 6-8. A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who achieve a specified target.
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 achieve a specified 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 achieve a specified 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 achieve a specified 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 achieve a specified target.

### 3.7) Grades 6-8 Social Studies

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

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

7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 Social Studies Performance Task
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 Social Studies Performance Task

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-13 school year, district developed social studies performance tasks will be used to measure student achievement for Grades 6-8. A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who achieve a specified target.
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 achieve a specified 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 achieve a specified 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 achieve a specified 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 achieve a specified target.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	District Developed Global Summative Performance Task
Global 2	3) Teacher specific achievement or growth score computed locally	RE in Global History and Geography
American History	3) Teacher specific achievement or growth score computed locally	RE in US History & Government

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.	A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who achieve a specified target on the summative assessment or regents exam.
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 achieve a specified 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 achieve a specified 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 achieve a specified 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 achieve a specified target.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	Physical Setting/Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	Physical Setting/Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	Physical Setting/Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who achieve a specified target on the summative assessment or regents exam.
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 achieve a specified 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 achieve a specified 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 achieve a specified 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 achieve a specified target.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Integrated Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2/ Trigonometry Regents

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

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

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.	A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who achieve a specified target on the summative assessment or regents exam.
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 achieve a specified 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 achieve a specified target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	20-49% of students in a teacher of record's class will achieve a specified target.

grade/subject.

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 achieve a specified target.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	District Developed ELA 9 Summative Performance Task
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	District Developed ELA 10 Summative Performance Task
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Comprehensive ELA Regents

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

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

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.	A teacher of record shall earn points based on the percentage of students belonging to that teacher of record who achieve a specified target on the summative assessment or regents exam.
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 achieve a specified 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 achieve a specified 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 achieve a specified 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 achieve a specified target.

### 3.12) All Other Courses



and upload that file here.

[assets/survey-uploads/5139/148310-y92vNseFa4/Local 20 Rating Bands.pdf](#)

### 3.14) Locally Developed Controls

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

*In setting targets for 3rd party assessments and locally developed measures, teachers in collaboration with the school principal, will consider student prior academic history, students with disabilities, and English language learners by reviewing student data and setting targets accordingly. The District's educational philosophy is based on providing all students equitable opportunities to maximize their learning by recognizing and factoring in the various strengths and needs of students based on their unique characteristics and backgrounds. Needs notwithstanding, the district's expectations are based on high standards and rigor for all students. The district has created criteria for the approval of the SLO that reflect these high standards for all students.*

### 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, the HEDI will be computed for each course and then averaged for a final HEDI score.*

### 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, July 03, 2012

Updated Wednesday, August 01, 2012

---

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*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 (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]	31
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	29

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Early Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12	(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 Edition) will be used as the rubric for common branch classroom teachers who teach ELA or Mathematics in grades 4-8 and other teachers in grades 4-8 who teach ELA or Mathematics for the 2011-12 school year and the same rubric will be used for all classroom teachers as defined in Part 30-2.2(d) of the Regents Rules for the 2012-13 and the 2013-14 school years. The allocations for the Local 60 Points in the Final Summative Evaluation for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules for the 2011-12 and 2012-13 school years are also found in the attached table entitled "Danielson Rubric". In addition, the Local 60 Points will be computed for the purpose of the final Summative Evaluation based upon the following methodology found in the table entitled "Danielson Rubric".*

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

*assets/survey-uploads/5091/148340-eka9yMJ855/Danielson Rubric.pdf*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	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.
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.
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).
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.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	49-57
Developing	39-48
Ineffective	0-38

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	1
4.6) Observations of Probationary Teachers   Informal/Short	2
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- 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

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	2
4.7) Observations of Tenured Teachers   Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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, July 03, 2012

Updated Wednesday, August 01, 2012

---

## Page 1

### **Standards for Rating Categories**

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

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	58-60
Effective	49-57
Developing	39-48
Ineffective	0-38

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, July 03, 2012

Updated Friday, August 31, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/148356-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:

*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.*

*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.*

*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.*

*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 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. Every effort will be made to conduct the meeting in a timely and expeditious manner.*

*Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, if the Board finds probable cause to convene Section 3020-a disciplinary proceedings based upon those evaluation ratings a further appeal shall lie with an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, Jeffrey Selchick, Margaret Leibowitz and Sheila Cole, who shall make a final and binding decision upon the appeal of the APPR evaluation and the TIP. The arbitrator's decision will be made in a timely manner. The documentation to be furnished to the arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. If the arbitrator upholds the evaluation and the TIP then he/she shall be appointed to be the Section 3020-a hearing in the matter. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law section 3020-a, so long as the identical issue wasn't resolved in the appeal before the arbitrator or clearly should have been presented in the appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law. In the event that the State Education Department will not appoint the arbitrator as the described above, then the matter will be determined as a contractual "for cause" disciplinary arbitration by said arbitrator with the District bearing the cost for the "for cause" disciplinary arbitration. Regarding the evaluation and TIP, the District and the Association share the cost equally. Everything in the aforementioned paragraph will be in compliance with Education Law 3012-c.*

*In order to take advantage of the procedure outlined above, the tenured teacher must consent, following consultation with an Association representative, to the use of a single arbitrator (hearing officer) from the arbitration panel set forth above, when notified of the District's intent to have a probable cause determination under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.*

*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.*

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

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

*The district has designed and implemented Learning Focused Supervision training with a certified Danielson trainer and Laura Lipton. The training was provided to all observers and lead evaluators. 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 observers and lead evaluators took part in the following Danielson Teachscape Course. As new observers and evaluators are hired, they will be provided with the same training described.

*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 interrater reliability.*

*All new administrators will be required to go through this same certification process.*

*Evaluators and lead evaluators will be recertified on an annual basis after successful completion of the following:*

*2 full day sessions of learning focused supervision*

*1 full day session to "peer review" completed observations*

*Completion of this training will re-certify previously certified observers and lead evaluators and will insure interrater reliability.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, July 06, 2012

Updated Wednesday, August 01, 2012

## Page 1

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

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

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

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

	PK-5
	K-5
	K-8
	6-8
	9-12
	(No response)
	(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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

<assets/survey-uploads/5365/149117-lha0DogRNw/Assessment Targets Administrators.pdf>

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Friday, July 06, 2012

Updated Tuesday, September 04, 2012

---

## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-5	(d) measures used by district for teacher evaluation	TerraNova3 ELA and Math
K-5	(d) measures used by district for teacher evaluation	TerraNova3 ELA and Math
K-8	(d) measures used by district for teacher evaluation	TerraNova3 ELA and Math
6-8	(d) measures used by district for teacher evaluation	TerraNova3 ELA and Math
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 Year Graduation Rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Every student in grades K - 8 takes the Language, Reading and Math test for Terra Nova3. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 15 point HEDI. (See chart, Appendix 3) Each principal in schools with K - 8 students will receive a score based the average NCE for the district. The Principal in the 9-12 school will earn points on the HEDI band based on the percentage of students who graduate in a 4-year period.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% will meet the target. Results are well-above District adopted expectations for achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-89% will meet the target. Results meet District adopted expectations for achievement for the grade level.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-49% will meet the target. Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% will meet the target. Results are well-below District adopted expectations for achievement for the grade level.

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

[assets/survey-uploads/5366/149144-8o9AH60arN/Newburgh Supervisors and Administrators Local Measures of Student Achievement.pdf](#)

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

[assets/survey-uploads/5366/149144-qBFVOWF7fC/Assessment Targets Administrators 15 Points \\_1.pdf](#)

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

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

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

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

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

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

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

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

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

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

*(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II,*

etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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
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.

*assets/survey-uploads/5366/149144-T8MlGWUVm1/Assessment Targets Administrators.pdf*

### 8.3) Locally Developed Controls

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

*In setting targets for 3rd party assessments and locally developed measures, teachers in collaboration with the school principal, will consider student prior academic history, students with disabilities, and English language learners by reviewing student data and setting targets accordingly. The District's educational philosophy is based on providing all students equitable opportunities to maximize their learning by recognizing and factoring in the various strengths and needs of students based on their unique characteristics and backgrounds. Needs notwithstanding, the district's expectations are based on high standards and rigor for all students. The district has created criteria for the approval of the SLO that reflect these high standards for all students.*

### 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.

*The district will combine multiple measures by calculating the average NCE score of student achievement in the TerraNova3 ELA and the TerraNova3 Math assessments for the students in the building, and aligning the average NCE to the HEDI 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 Friday, July 06, 2012

Updated Tuesday, August 14, 2012

---

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Marshall's Principal Evaluation Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

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

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

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

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

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The Superintendent of Schools and the Board of Education of the Newburgh Enlarged City School District hereinafter known as "The District" and the Newburgh Supervisors and Administrators Association hereinafter known as the "The Association" have entered into negotiations and mutually selected the Kim Marshall Principal Evaluation Rubric for the 2011-12 school year as the rubric to be used for building principals in buildings where classroom teachers who teach ELA or Mathematics to students in grades 4-8, including common branch teachers who teach ELA or Mathematics, comprise at least 30% of the building, in consideration of the implementation of New York State Education Law Section 3012-c regarding annual professional performance reviews of classroom teachers and building principals; and*

*Whereas, the District and the Association further agree to utilize the Kim Marshall Principal Evaluation Rubric for the 2012-13 and 2013-14 school years for all building principals; and*

*Whereas, the District and the Association have agreed to the following Points Allocation to be used for the final summative evaluation for the 2011-12, 2012-13, and 2013-14 school years 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 Points 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*

*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. Effective with the 2012-13 school year, 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. Effective with the 2012-13 school year, 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 fo growth within the domains will be address as well as the building principal's strength and weaknesses, ultimately culminating in written feedback to the building*

principal.

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/5143/149173-pMADJ4gk6R/Marshall Agreement.pdf*

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

Highly Effective: Overall performance and results exceed standards.	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)

Created Friday, July 06, 2012

Updated Wednesday, August 01, 2012

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Friday, July 06, 2012

Updated Friday, August 31, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/149181-Df0w3Xx5v6/Principal Improvement Plan.pdf](assets/survey-uploads/5276/149181-Df0w3Xx5v6/Principal%20Improvement%20Plan.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 Ralph Pizzo (hereinafter "the Superintendent") or, in his absence, Mary Ellen Leimer (hereinafter "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, the arbitrator referenced in paragraph "6" below.

6. Notwithstanding the above, in lieu of following the processes set forth in Paragraph "5" above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Jeffrey Selchick, Sheila Cole, Louis Patack and Dennis Campagna, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator to hear the appeal shall be the next available arbitrator from the list above and shall be designated the Section 3020-a hearing officer. The standard of proof to be applied at the hearing to support a finding of guilt upon the charges shall be by "clear and convincing evidence". Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and the stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under 3020-a of the Education Law.

B. In order to take advantage of the procedure outlined in 6(A) above, the tenured principal must consent, following consultation with an Association representative, to the use of the next available single arbitrator (hearing officer), so long as he/she is available to render a timely and expeditious decision, from the arbitration panel set forth in paragraph 6(A) above who heard the tenured principal's appeal, should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured

*principal is unwilling to do so, the appeal shall be heard by the Superintendent or the superintendent's administrative designee in accordance with paragraph "5" above.*

*7. The terms of the Supplemental Memorandum of Agreement shall sunset, becoming null and void in all regards, effective after its implementation for the 2012-13 school year for principals covered under Section 3012-c of the Education Law and Part 30-2 of the Regents Rules.*

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

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

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

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

*The Lead Evaluator coordinated facilitated training by Laura Lipton 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 certifying lead evaluators of principals includes:*

*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*

*Completion of this training will certify the lead evaluator and will insure interrater reliability.*

*The process for recertifying lead evaluator of principals includes:*

*Peer summative evaluation of principals with district senior staff*

*2 days of learning focused supervision*

*Completion of this training will certify the lead evaluator and will insure interrater reliability.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
---	---------

## 11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data   Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

11.7) Assurances -- Data   Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
--	---------

## 12. Joint Certification of APPR Plan

Created Tuesday, July 24, 2012

Updated Tuesday, September 04, 2012

---

### Page 1

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

<assets/survey-uploads/5581/155057-3Uqgn5g9Iu/District Cert Form rev.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.

## SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE NEWBURGH ENLARGED CITY SCHOOL DISTRICT, hereinafter referred to as "The District" and THE NEWBURGH TEACHERS' ASSOCIATION, hereinafter referred to as "the Association" or "the NTA";

WHEREAS, the District and the Association mutually agree to incorporate the following agreement regarding the Local Measures of Student Achievement and Growth for the 2011-12 and 2012-13 school years into the District's APPR Plan Document for teachers covered by Education Law Section 3012-c and Part 30-2 of the Regents Rules:

1. For the 2011-12 school year only, the parties agree to use State test data for students belonging to teachers of record who are covered under Part 30-2.4 of the Regents Rules as a measure of student achievement, based upon the percentage of students who reach the Target as articulated in Appendix "1" annexed hereto. Points will be allocated based upon the Table set forth below the Target in Appendix "1". The use of this Local 20 measure of student achievement shall sunset, becoming null and void in all regards after its implementation for the 2011-12 school year upon receipt of the State data.
2. For the 2012-13 school year, the parties agree to use the TerraNova assessments to measure student growth for Grades K-8. TerraNova assessments shall be administered during the month of September and again during the month of May to measure growth. A teacher of record shall earn points based upon the percentage of students belonging to that teacher of record that show growth during the 2012-13 school year, in accordance with the Table set forth in Appendix "2" annexed hereto.
3. For Grades 9-12, during the month of September 2012, based upon the learning content of the student learning objectives (SLO) as developed by the District, in consultation with grade level and/or content area teams, teachers of record shall develop Targets for the purpose of the Local measure of student achievement to be approved by their respective building principals. This measure shall be based upon the achievement of students on their rosters, in accordance with the Table Set forth in Appendix "2". If 75% of the students belonging to a teacher of record meets the established Target, then 15 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Appendix "2". Upon the State's introduction of its Value-Added Growth Model, the Local measure of student achievement or growth shall be reduced to 15 Points in accordance with law, and the Table set forth in Appendix "3" will be utilized to ascertain the teachers' local point allocation (0-15).
4. The use of the measures of student Growth and Achievement set forth in paragraphs "2" and "3" above shall sunset, becoming null and void in all regards after their implementation for the 2012-13 school years.

SO AGREED, this 30<sup>th</sup> day of August 2012, subject to approval of the Board of Education.

THE DISTRICT

By: Ralph P. Lizzo

THE NTA

By: Jeanne M Daley

**APPENDIX "1"**  
**Target for Local Assessment, ELA and Mathematics**

*75% of the students in levels 2, 3, or 4 on the 2012 NYSTP ELA and/or Math assessment will maintain their standing in a scale score band, or increase their standing to the next highest scale score band or higher; and in level 1 will increase their standing by one scale score band or higher. These scale score bands are based on a frequency distribution chart that historically been provided by the Mid-Hudson Regional Information Center.*

Sample:

New York State Testing Program: 2011 Math Grade 8		
Level 4	Band 2	740-775
	Band 1	704-739
Level 3	Band 3	694-703
	Band 2	684-693
	Band 1	674-683
Level 2	Band 3	663-673
	Band 2	651-662
	Band 1	639-650
Level 1	Band 2	560-638
	Band 1	480-559

New York State Testing Program: 2010 Math Grade 7		
Level 4	Band 2	748-800
	Band 1	694-747
Level 3	Band 3	686-693
	Band 2	678-685
	Band 1	670-677
Level 2	Band 3	660-669
	Band 2	649-659
	Band 1	639-648
Level 1	Band 2	570-638
	Band 1	500-569

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	91-100%		60-90%		35-59%		0-34%	
Target attainment	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	98-100%	17	86-90%	8	54-59%	2	30-34%
	19	95-97	16	80-85	7	48-53	1	26-29
	18	91-94	15	75-79	6	45-47	0	0-25
			14	72-74	5	42-44		
			13	69-71	4	39-41		
			12	67-68	3	35-38		
			11	64-66				
			10	62-63				
		9	60-61					

**APPENDIX "2"**  
**Rating Bands – For Local 20 Points**

<b>Rating</b>	<b>% of students in a teacher's class who meet or exceed the achievement Target</b>	<b>Overall Value</b>
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

*mel*  


**APPENDIX “3”**  
**Rating Bands – For Local 15 Points**  
**(upon the State’s introduction of its Value-Added Growth Model)**

<b>Rating</b>	<b>% of students in a teacher’s class who meet or exceed the achievement Target</b>	<b>Overall Value</b>
Highly Effective	93-100	15
Highly Effective	90-92	14
Effective	82-89	13
Effective	75-81	12
Effective	70-74	11
Effective	64-69	10
Effective	55-63	9
Effective	50-54	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

*mel*  
*JA*

## SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE NEWBURGH ENLARGED CITY SCHOOL DISTRICT, hereinafter referred to as "The District" and THE NEWBURGH TEACHERS' ASSOCIATION, hereinafter referred to as "the Association" or "the NTA";

WHEREAS, the District and the Association mutually agree to incorporate the following agreement regarding the Local Measures of Student Achievement and Growth for the 2011-12 and 2012-13 school years into the District's APPR Plan Document for teachers covered by Education Law Section 3012-c and Part 30-2 of the Regents Rules:

1. For the 2011-12 school year only, the parties agree to use State test data for students belonging to teachers of record who are covered under Part 30-2.4 of the Regents Rules as a measure of student achievement, based upon the percentage of students who reach the Target as articulated in Appendix "1" annexed hereto. Points will be allocated based upon the Table set forth below the Target in Appendix "1". The use of this Local 20 measure of student achievement shall sunset, becoming null and void in all regards after its implementation for the 2011-12 school year upon receipt of the State data.
2. For the 2012-13 school year, the parties agree to use the TerraNova assessments to measure student growth for Grades K-8. TerraNova assessments shall be administered during the month of September and again during the month of May to measure growth. A teacher of record shall earn points based upon the percentage of students belonging to that teacher of record that show growth during the 2012-13 school year, in accordance with the Table set forth in Appendix "2" annexed hereto.
3. For Grades 9-12, during the month of September 2012, based upon the learning content of the student learning objectives (SLO) as developed by the District, in consultation with grade level and/or content area teams, teachers of record shall develop Targets for the purpose of the Local measure of student achievement to be approved by their respective building principals. This measure shall be based upon the achievement of students on their rosters, in accordance with the Table Set forth in Appendix "2". If 75% of the students belonging to a teacher of record meets the established Target, then 15 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Appendix "2". Upon the State's introduction of its Value-Added Growth Model, the Local measure of student achievement or growth shall be reduced to 15 Points in accordance with law, and the Table set forth in Appendix "3" will be utilized to ascertain the teachers' local point allocation (0-15).
4. The use of the measures of student Growth and Achievement set forth in paragraphs "2" and "3" above shall sunset, becoming null and void in all regards after their implementation for the 2012-13 school years.

SO AGREED, this 30<sup>th</sup> day of August 2012, subject to approval of the Board of Education.

THE DISTRICT

By: Ralph P. Lizzo

THE NTA

By: Jeanne M Daley

**APPENDIX "1"**  
**Target for Local Assessment, ELA and Mathematics**

*75% of the students in levels 2, 3, or 4 on the 2012 NYSTP ELA and/or Math assessment will maintain their standing in a scale score band, or increase their standing to the next highest scale score band or higher; and in level 1 will increase their standing by one scale score band or higher. These scale score bands are based on a frequency distribution chart that historically been provided by the Mid-Hudson Regional Information Center.*

Sample:

New York State Testing Program: 2011 Math Grade 8		
Level 4	Band 2	740-775
	Band 1	704-739
Level 3	Band 3	694-703
	Band 2	684-693
	Band 1	674-683
Level 2	Band 3	663-673
	Band 2	651-662
	Band 1	639-650
Level 1	Band 2	560-638
	Band 1	480-559

New York State Testing Program: 2010 Math Grade 7		
Level 4	Band 2	748-800
	Band 1	694-747
Level 3	Band 3	686-693
	Band 2	678-685
	Band 1	670-677
Level 2	Band 3	660-669
	Band 2	649-659
	Band 1	639-648
Level 1	Band 2	570-638
	Band 1	500-569

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	91-100%		60-90%		35-59%		0-34%	
Target attainment	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	98-100%	17	86-90%	8	54-59%	2	30-34%
	19	95-97	16	80-85	7	48-53	1	26-29
	18	91-94	15	75-79	6	45-47	0	0-25
			14	72-74	5	42-44		
			13	69-71	4	39-41		
			12	67-68	3	35-38		
			11	64-66				
			10	62-63				
		9	60-61					

**APPENDIX "2"**  
**Rating Bands – For Local 20 Points**

<b>Rating</b>	<b>% of students in a teacher's class who meet or exceed the achievement Target</b>	<b>Overall Value</b>
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

*mel*  


**APPENDIX “3”**  
**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	90-92	14
Effective	82-89	13
Effective	75-81	12
Effective	70-74	11
Effective	64-69	10
Effective	55-63	9
Effective	50-54	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

*mel*  
*JA*

**APPENDIX "2"**  
**Rating Bands – For Local 20 Points**

Rating	% of students in a teacher's class who meet or exceed the achievement Target for the class (if a SLO is used) or % of students showing growth (if the TerraNova is Administered)	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

*PMU*  
*R.A.P.*

In addition, the parties have mutually agreed to the following point allocations for the Local 60 Points in the Final Summative Evaluation for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules for the 2011-12 and 2012-13 school years:

Danielson 2011 Revised Framework for Teaching		Points
<b>1. PLANNING &amp; PREPARATION: 16 Points</b>		
1a: Demonstrating Knowledge of Content and Pedagogy.		3
1b: Demonstrating Knowledge of Students.		3
1c: Setting Instructional Outcomes.		2
1d: Demonstrating Knowledge of Resources.		2
1e: Designing Coherent Instruction.		3
1f: Designing Student Assessments.		3
<b>2. THE CLASSROOM ENVIRONMENT: 14 Points</b>		
2a: Creating an Environment of Respect and Rapport.		3
2b: Establishing A Culture for Learning.		3
2c: Managing Classroom Procedures.		3
2d: Managing Student Behavior.		3
2e: Organizing Physical Space.		2
<b>3. INSTRUCTION: 17 Points</b>		
3a. Communicating with Students.		4
3b. Using Questioning and Discussion Techniques.		3
3c. Engaging Students in Learning.		4
3d. Using Assessment in Instruction.		3
3e. Demonstrating Flexibility & Responsiveness.		3
<b>4. PROFESSIONAL RESPONSIBILITIES: 13 Points</b>		
4a. Reflecting on Teaching.		3
4b. Maintaining Accurate Records.		3
4c. Communicating with Families.		2
4d. Participating in a Professional Community.		1
4e. Growing and Developing Professionally.		2
4f. Showing Professionalism.		2
<b>Total Points:</b>		<b>60</b>

The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

1. If a sub-domain is worth 4 points, then points will be designated as follows:
  - a. A "Highly Effective" rating shall receive 4 points
  - b. An "Effective" rating shall receive 3.5 points
  - c. A "Developing" rating shall receive 3 points
  - d. An "Ineffective" rating shall receive 0 points
  
2. If a sub-domain is worth 3 points, then points will be designated as follows:
  - a. A "Highly Effective" rating shall receive 3 points
  - b. An "Effective" rating shall receive 2.5 points
  - c. A "Developing" rating shall receive 2 point
  - d. An "Ineffective" rating shall receive 0 points
  
3. If a sub-domain is worth 2 points, then points will be designated as follows:
  - a. A "Highly Effective" rating shall receive 2 points
  - b. An "Effective" rating shall receive 1.9 points
  - c. A "Developing" rating shall receive 1.5 point
  - d. An "Ineffective" rating shall receive 0 points.
  
4. If a sub-domain is worth 1 point, then points will be designated as follows:
  - e. A "Highly Effective" rating shall receive 1 points
  - f. An "Effective" rating shall receive 0.9 points
  - g. A "Developing" rating shall receive 0.7 point
  - h. An "Ineffective" rating shall receive 0 points

The parties agree to reexamine the point distributions and Local 60 HEDI bands and make adjustments thereto in the event that there are changes to the State's composite scoring bands for the 2013-14 school year.

WHEREAS, the parties further agree the Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2011-12 and 2012-13 school years:

Rating	Point Range
Highly Effective	58-60
Effective	49-57
Developing	39-48
Ineffective	0-38

NOW, THEREFORE, the parties mutually agree to delineate the Local 60 Points and HEDI bands as described hereinabove for common branch classroom teachers who teach ELA or Mathematics in grades 4-8 and other teachers in grades 4-8 who teach ELA or Mathematics for the 2011-2012 school year and for all classroom teachers subject to Section 3012-c and Part 30-2.5 of the Regents Rules for the 2012-2013 and 2013-14 school years. These provisions shall be incorporated into the District's APPR plan document.

SO AGREED, this 26<sup>th</sup> day of June, 2012.

THE DISTRICT

By: 

THE NTA

By: 

**APPENDIX "1"**

**Assessment Target for Elementary and Middle School Principals based upon  
Building ELA and Math Scores for Students in Grades 4-8**

*75% of the students in levels 3 and 4 on the 2012 and 2013 NYSTP ELA and/or Math assessment will maintain their standing or improve in their level. [based on a frequency distribution chart that historically has been provided by the Mid-Hudson Regional Information Center.]*

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>18-20</b>		<b>9-17</b>		<b>3-8</b>		<b>0-2</b>	
<b>Target range</b>	<b>91-100%</b>		<b>60-90%</b>		<b>35-59%</b>		<b>0-34%</b>	
<b>Target attainment</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>20</b>	<b>98-100%</b>	<b>17</b>	<b>86-90%</b>	<b>8</b>	<b>54-59%</b>	<b>2</b>	<b>30-34%</b>
	<b>19</b>	<b>95-97</b>	<b>16</b>	<b>80-85</b>	<b>7</b>	<b>48-53</b>	<b>1</b>	<b>26-29</b>
	<b>18</b>	<b>91-94</b>	<b>15</b>	<b>75-79</b>	<b>6</b>	<b>45-47</b>	<b>0</b>	<b>0-25</b>
			<b>14</b>	<b>72-74</b>	<b>5</b>	<b>42-44</b>		
			<b>13</b>	<b>69-71</b>	<b>4</b>	<b>39-41</b>		
			<b>12</b>	<b>67-68</b>	<b>3</b>	<b>35-38</b>		
			<b>11</b>	<b>64-66</b>				
			<b>10</b>	<b>62-63</b>				
			<b>9</b>	<b>60-61</b>				

APPENDIX "2"

Newburgh City School District  
 Local 20 Measure of Achievement  
 For a High School Principal  
 (2011-12 and 2012-13 School Years)

% 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	20			

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE NEWBURGH ENLARGED CITY SCHOOL DISTRICT, hereinafter referred to as "The District" and THE NEWBURGH SUPERVISORS and ADMINISTRATORS' ASSOCIATION, hereinafter referred to as "the Association" or "the NSAA";

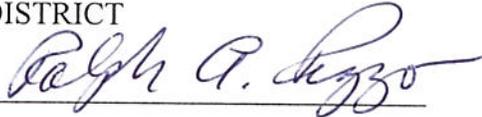
WHEREAS, the District and the Association mutually agree to incorporate the following agreement regarding the Local Measures of Student Achievement for the 2011-12 and 2012-13 school years into the District's APPR Plan Document annexed hereto as Appendices 1 and 2 for principals covered by Education Law Section 3012-c and Part 30-2 of the Regents Rules:

The use of the measures of achievement as set forth in Appendices 1 and 2 shall sunset, becoming null and void in all regards after their implementation for the 2012-13 school years.

SO AGREED, this 31 day of August 2012, subject to approval of the Board of Education.

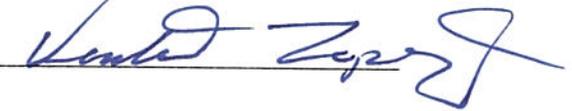
THE DISTRICT

By: \_\_\_\_\_



THE NSAA

By: \_\_\_\_\_



**APPENDIX “1”**

**Assessment Target for Elementary and Middle School Principals based upon  
Building ELA and Math Scores for Students in Grades 4-8**

*75% of the students in levels 3 and 4 on the 2012 and 2013 NYSTP ELA and/or Math assessment will maintain their standing or improve in their level. [based on a frequency distribution chart that historically has been provided by the Mid-Hudson Regional Information Center.] (Aggregate score for Math and ELA will be averaged).*

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>18-20</b>		<b>9-17</b>		<b>3-8</b>		<b>0-2</b>	
<b>Target range</b>	<b>91-100%</b>		<b>60-90%</b>		<b>35-59%</b>		<b>0-34%</b>	
<b>Target attainment</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>20</b>	98-100%	<b>17</b>	86-90%	<b>8</b>	54-59%	<b>2</b>	30-34%
	<b>19</b>	95-97	<b>16</b>	80-85	<b>7</b>	48-53	<b>1</b>	26-29
	<b>18</b>	91-94	<b>15</b>	75-79	<b>6</b>	45-47	<b>0</b>	0-25
			<b>14</b>	72-74	<b>5</b>	42-44		
			<b>13</b>	69-71	<b>4</b>	39-41		
			<b>12</b>	67-68	<b>3</b>	35-38		
			<b>11</b>	64-66				
			<b>10</b>	62-63				
			<b>9</b>	60-61				

**APPENDIX “2”**  
**Rating Bands – For Local 20 Points**

<b>Rating</b>	<b>% of students in a teacher’s class who meet or exceed the achievement Target</b>	<b>Overall Value</b>
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

**APPENDIX “3”**  
**Rating Bands – For Local 15 Points**  
**(upon the State’s introduction of its Value-Added Growth Model)**

<b>Rating</b>	<b>% of students in a teacher’s class who meet or exceed the achievement Target</b>	<b>Overall Value</b>
Highly Effective	93-100	15
Highly Effective	90-92	14
Effective	82-89	13
Effective	75-81	12
Effective	70-74	11
Effective	64-69	10
Effective	55-63	9
Effective	50-54	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

**Newburgh City School District  
Local 20 Measure of Achievement  
For a High School Principal  
(2011-12 and 2012-13 School Years)**

<b>% of students graduating in four years</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
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	20			

**SUPPLEMENTAL MEMORANDUM OF AGREEMENT**

**BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE NEWBURGH ENLARGED SCHOOL DISTRICT**, hereinafter referred to as "The District" and the **THE NEWBURGH SUPERVISORS AND ADMINISTRATORS ASSOCIATION**, hereinafter referred to as "The Association" or "The NSAA";

**WHEREAS**, the parties mutually agree to incorporate Appendices A and B, annexed hereto, into the District's 2012-13 APPR Plan Document to measure student achievement for building principals covered under Education Law Section 3012-c and Part 30-2.5 of the Regents Rules for the 2012-13 school year in the event that the State introduces its Value-Added Growth Model and the Local 20 Points are consequently reduced to 15 Points.

The use of the measures of student achievement as set forth in Appendices A and B shall sunset, becoming null and void in all regards after their implementation for the 2012-13 school year.

SO AGREED, this 11 day of July, 2012, subject to approval of the Board of Education.

THE DISTRICT

BY Ralph A. Puzzo

THE NSAA

BY Vincent Lopez

**APPENDIX "A"**

**Assessment Target for Elementary and Middle School Principals based upon  
Building ELA and Math Scores for Students in Grades 4-8  
(For the 2012-13 School Year in the event that the State introduces a Value-  
Added Growth Model such that the Local 20 may shift to 15 points)**

*75% of the students in levels 3 and 4 on the 2013 NYSTP ELA and/or Math assessment will maintain their standing or improve in their level [based on a frequency distribution chart that historically been provided by the Mid-Hudson Regional Information Center].*

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>14-15</b>		<b>8-13</b>		<b>3-7</b>		<b>0-2</b>	
<b>Target range</b>	<b>91-100%</b>		<b>60-90%</b>		<b>35-59%</b>		<b>0-34%</b>	
<b>Target attainment</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>15</b>	95-100%	<b>13</b>	78-90%	<b>7</b>	50-59%	<b>2</b>	30-34%
	<b>14</b>	91-94	<b>12</b>	70-77	<b>6</b>	46-49	<b>1</b>	26-29
			<b>11</b>	66-69	<b>5</b>	42-45	<b>0</b>	0-25
			<b>10</b>	64-65	<b>4</b>	39-41		
			<b>9</b>	62-63	<b>3</b>	35-38		
			<b>8</b>	60-61				

**APPENDIX "B"**  
**Newburgh City School District**  
**Local 15 Measure of Achievement**  
**For a High School Principal**

(For the 2012-13 School Year in the event that the State introduces a Value-Added Growth Model such that the Local 20 may shift to 15 points)

% 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+	15			

**APPENDIX "1"**

**Assessment Target for Elementary and Middle School Principals based upon  
Building ELA and Math Scores for Students in Grades 4-8**

*75% of the students in levels 3 and 4 on the 2012 and 2013 NYSTP ELA and/or Math assessment will maintain their standing or improve in their level. [based on a frequency distribution chart that historically has been provided by the Mid-Hudson Regional Information Center.]*

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>18-20</b>		<b>9-17</b>		<b>3-8</b>		<b>0-2</b>	
<b>Target range</b>	<b>91-100%</b>		<b>60-90%</b>		<b>35-59%</b>		<b>0-34%</b>	
<b>Target attainment</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>20</b>	<b>98-100%</b>	<b>17</b>	<b>86-90%</b>	<b>8</b>	<b>54-59%</b>	<b>2</b>	<b>30-34%</b>
	<b>19</b>	<b>95-97</b>	<b>16</b>	<b>80-85</b>	<b>7</b>	<b>48-53</b>	<b>1</b>	<b>26-29</b>
	<b>18</b>	<b>91-94</b>	<b>15</b>	<b>75-79</b>	<b>6</b>	<b>45-47</b>	<b>0</b>	<b>0-25</b>
			<b>14</b>	<b>72-74</b>	<b>5</b>	<b>42-44</b>		
			<b>13</b>	<b>69-71</b>	<b>4</b>	<b>39-41</b>		
			<b>12</b>	<b>67-68</b>	<b>3</b>	<b>35-38</b>		
			<b>11</b>	<b>64-66</b>				
			<b>10</b>	<b>62-63</b>				
			<b>9</b>	<b>60-61</b>				

APPENDIX "2"

Newburgh City School District  
 Local 20 Measure of Achievement  
 For a High School Principal  
 (2011-12 and 2012-13 School Years)

% 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	20			

## SUPPLEMENTAL MEMORANDUM OF AGREEMENT

**BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE NEWBURGH ENLARGED SCHOOL DISTRICT**, hereinafter referred to as “The District” and the **THE NEWBURGH SUPERVISORS AND ADMINISTRATORS ASSOCIATION**, hereinafter referred to as “The Association”:

**WHEREAS**, the District and the Association have entered into negotiations and mutually selected the Kim Marshall Principal Evaluation Rubric for the 2011-2012 school year as the rubric to be used for building principals in buildings where classroom teachers who teach ELA or Mathematics to students in grades 4-8, including common branch teachers who teach ELA or Mathematics, comprise at least 30% of the building, in consideration of the implementation of New York State Education Law §3012-c regarding annual professional performance reviews of classroom teachers and building principals; and

**WHEREAS**, the District and the Association further agree to utilize the Kim Marshall Principal Evaluation Rubric for the 2012-13 and 2013-14 school years for all building principals; and

**WHEREAS**, the District and the Association have agreed to the following Points Allocation to be used for the final summative evaluation for the 2011-12, 2013-12 and 2013-14 school years among the following six Domains contains within the agreed-upon principal practice rubric:

Domain “A”: Diagnosis and Planning – 10 Points

Domain “B”: Priority 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 Points 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) = Zero Points

WHEREAS, the parties further agree the Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2011-12, 2012-13 and 2013-14 school years:

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

WHEREAS, the parties have also agreed to the following procedures for observations:

Tenured building principals shall receive a minimum three (3) supervisory visits per year, with a mid-year status conference. Effective with the 2012-13 school year, at least two (2) supervisory visits shall be announced; provided, however, that there shall be at least one (1) unannounced supervisory visit for tenured building principals.

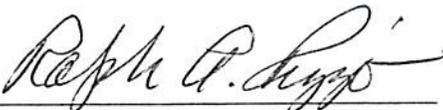
Probationary building principals shall receive a minimum four (4) supervisory visits per year, with a mid-year status conference, if applicable. Effective with the 2012-13 school year, at least three (3) supervisory visits shall be announced; provided, however, that there shall be at least one (1) unannounced 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 of 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.

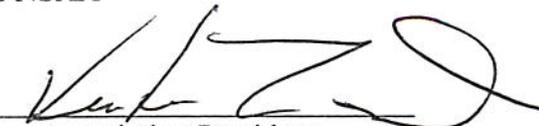
NOW, THEREFORE, the parties mutually agree to incorporate the terms of this Supplemental Memorandum of Agreement into the District's APPR Plan Document.

SO AGREED, this 4<sup>th</sup> day of ~~March~~ <sup>April</sup>, 2012.

THE DISTRICT

By:   
Superintendent of Schools

THE NSAA

By:   
Association President

**KIM MARSHALL PRINCIPAL PRACTICE RUBRIC: FINAL SUMMATIVE  
EVALUATION FORM**

Domain A: Diagnosis & Planning	Highly Effective (1 Point)	Effective (.9 Points)	Developing (.8 Points)	Ineffective (0 Points)
a. Team				
b. Diagnosis				
c. Gap				
d. Mission				
e. Target				
f. Theory				
g. Strategy				
h. Support				
i. Enlisting				
j. Revision				
Total Points out of 10 in Domain A:				

Domain B: Priority Management & Communication	Highly Effective (1 Point)	Effective (.9 Points)	Developing (.8 Points)	Ineffective (0 Points)
a. Planning				
b. Communication				
c. Outreach				
d. Follow-up				
e. Expectations				
f. Delegation				
g. Meetings				
h. Prevention				
i. Efficiency				
j. Balance				
Total Points out of 10 in Domain B:				

Domain C: Curriculum & Data	Highly Effective (1 Point)	Effective (.9 Points)	Developing (.8 Points)	Ineffective (0 Points)
a. Expectations				
b. Baselines				
c. Targets				
d. Materials				
e. Interims				
f. Analysis				
g. Causes				
h. Follow-Up				
i. Monitoring				
j. Celebration				
Total Points out of 10 in Domain C:				

**KIM MARSHALL PRINCIPAL PRACTICE RUBRIC: FINAL SUMMATIVE  
EVALUATION FORM (Cont'd)**

Domain D: Supervision, Evaluation, & Professional Development	Highly Effective (1 Point)	Effective (.9 Points)	Developing (.8 Points)	Ineffective (0 Points)
a. Meetings				
b. Ideas				
c. Development				
d. Empowerment				
e. Support				
f. Units				
g. Evaluation				
h. Criticism				
i. Housecleaning				
j. Hiring				
Total Points out of 10 in Domain D:				

Domain E: Discipline & Family Involvement	Highly Effective (1 Point)	Effective (.9 Points)	Developing (.8 Points)	Ineffective (0 Points)
a. Expectations				
b. Effectiveness				
c. Celebration				
d. Training				
e. Support				
f. Openness				
g. Curriculum				
h. Conferences				
i. Communication				
j. Safety-net				
Total Points out of 10 in Domain E:				

Domain F: Management & External Relations	Highly Effective (1 Point)	Effective (.9 Points)	Developing (.8 Points)	Ineffective (0 Points)
a. Strategies				
b. Scheduling				
c. Movement				
d. Custodians				
e. Transparency				
f. Bureaucracy				
g. Budget				
h. Compliance				
i. Relationships				
j. Resources				
Total Points out of 10 in Domain F:				

**TOTAL POINTS OUT OF 60:**

**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:<sup>1</sup>

- (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.

---

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

## 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 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, 2012, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature:    Date:

*Ralph G. Pizzo*    9/4/12

Teachers Union President Signature:    Date:

*Art. P. Pizzo*    9-4-12

Administrative Union President Signature:    Date:

*Ventura Lopez*    9-4-12.

Board of Education President Signature:    Date:

*John A. Turner*    9/4/12