



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

Commissioner of Education  
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January 4, 2013

Gerald Blair, Interim Superintendent  
Northeastern Clinton Central School District  
103 Route 276  
Champlain, NY 12919

Dear Superintendent Blair:

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 information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Craig L. King

NOTES: 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.

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, May 14, 2012

Updated Monday, December 17, 2012

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## 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 :

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

*090501040000*

#### 1.2) School District Name:

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

*NORTHEASTERN CLINTON CSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Monday, May 14, 2012

Updated Friday, December 28, 2012

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### 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	School-or BOCES-wide, group or team results based on State assessments	NYS ELA exam for 4th and 5th graders
1	School-or BOCES-wide, group or team results based on State assessments	NYS ELA exam for 4th and 5th graders
2	School-or BOCES-wide, group or team results based on State assessments	NYS ELA exam for 4th and 5th graders

	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 subcomponent. If needed, you may upload a table or graphic at 2.11, below.

By October 1, 2012 all K-3 ELA teachers will submit a completed New York State Student Learning Objective to be approved by district administration. A district approved pre-assessment will be administered to the students in grade 3 by September 21st. Teachers will establish individual student targets based on baseline results The NYS 3rd grade ELA exam will be administered to the 3rd grade students in the spring of 2013. Scoring of these exams will be by a committee of teachers at the local BOCES. Individual student performance targets will be approved by the district administration in collaboration with the teacher of record by October 15, 2012. 3rd grade teachers will receive scores based on the SLO and the 3rd grade ELA results. All K-2 teachers will take the building growth score based on results for grades 4-5 ELA.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

For grades K-2, HEDI scores will be provided by NYS based on the 4th and 5th grade ELA assessments. For third grade, if 89 % - 100 % of students achieve the individual target established as a result of a pre-assessment, the teacher will be considered highly effective.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

For grades K-2, HEDI scores will be provided by NYS based on the 4th and 5th grade ELA assessments. For third grade, if 50% - 88% of students achieve the individual target established as a result of a pre-assessment, the teacher will be considered effective.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

For grades K-2, HEDI scores will be provided by NYS based on the 4th and 5th grade ELA assessments. For third grade, if 20% - 49% of students achieve the individual target established as a result of a pre-assessment, the teacher will be considered developing.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

For grades K-2, HEDI scores will be provided by NYS based on the 4th and 5th grade ELA assessments. For third grade, if 0% - 19% of students achieve the individual target established as a result of a pre-assessment, the teacher will be considered ineffective.

## 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	School-or BOCES-wide, group or team results based on State assessments	NYS math exam for 4th and 5th graders
1	School-or BOCES-wide, group or team results based on State assessments	NYS math exam for 4th and 5th graders
2	School-or BOCES-wide, group or team results based on State assessments	NYS math exam for 4th and 5th graders

	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>By October 1, 2012 all K-3 math teachers will submit a completed New York State Student Learning Objective to be approved by district administration. A district approved pre-assessment will be administered to the students in grade 3 by September 21st. Teachers will establish individual student targets based on baseline results. The NYS 3rd grade math exam will be administered to the 3rd grade students in the spring of 2013. Scoring of these exams will be by a committee of teachers at the local BOCES. Individual student performance targets will be approved by the district administration in collaboration with the teachers of record by October 15, 2012. 3rd grade teachers will receive scores based on the SLO and the 3rd grade math results. All K-2 teachers will take the building growth score based on results for grades 4-5 math.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>For grades K-2, HEDI scores will be provided by NYS based on the 4th and 5th grade math assessments. For third grade, if 89 % - 100 % of students achieve the individual target established as a result of a pre-assessment, the teacher will be considered highly effective.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>For grades K-2, HEDI scores will be provided by NYS based on the 4th and 5th grade math assessments. For third grade, if 50 % - 88 % of students achieve the individual target established as a result of a pre-assessment, the teacher will be considered effective.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>For grades K-2, HEDI scores will be provided by NYS based on the 4th and 5th grade math assessments. For third grade, if 20 % - 49 % of students achieve the individual target established as a result of a pre-assessment, the teacher will be considered developing.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>For grades K-2, HEDI scores will be provided by NYS based on the 4th and 5th grade math assessments. For third grade, if 0 % - 19 % of students achieve the individual target established as a result of a pre-assessment, the teacher will be considered ineffective.</p>

## 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	Northeastern Clinton Central School locally developed 6th grade science post test
7	District, regional or BOCES-developed assessment	Northeastern Clinton Central School locally developed 7th grade science post test

	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.	By October 1, 2012 all 6th - 8th grade science teachers will submit a completed New York State Student Learning Objective to be approved by district administration. A district approved pre-assessment will be administered to the grades 6-8 science students by September 21st. Baseline will be determined for each student and each teacher will determine the individualized post-test targets. The NYS 8th grade science assessment will be used as the post-test for 8th grade science students. Locally developed 6th and 7th grade post tests will be used for grade level science teachers. Scoring will be by an independent party within the school. Individual student performance targets will be approved by the district administration in collaboration with the teachers of record by October 15, 2012.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers whose students meet their targets at a rate of 86 % - 100 % as defined by their district approved SLO will be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers whose students meet their targets at a rate of 65 % - 85 % as defined by their district approved SLO will be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers whose students meet their targets at a rate of 51 % - 64 % as defined by their district approved SLO will be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers whose students meet their targets at a rate of 0 % - 50 % as defined by their district approved SLO will be considered ineffective.

## 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	Northeastern Clinton Central School locally developed 6th grade social studies post test
7	District, regional or BOCES-developed assessment	Northeastern Clinton Central School locally developed 7th grade social studies post test
8	District, regional or BOCES-developed assessment	Northeastern Clinton Central School locally developed 8th grade social studies post test

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.	By October 1, 2012 all 6th - 8th grade social studies teachers will submit a completed New York State Student Learning Objective to be approved by district administration. A district approved pre-assessment will be administered to the students by September 21st. Baseline will be determined for each student and each teacher will determine the individualize targets. Locally developed 6th, 7th, and 8th grade post tests will be used. Scoring will be by an independent party within the school. Individual student performance targets will be approved by the district administration in collaboration with the teachers of record by October 15, 2012.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers whose students meet their targets at a rate of 86 % - 100 % as defined by their district approved SLO will be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers whose students meet their targets at a rate of 65 % - 85 % as defined by their district approved SLO will be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers whose students meet their targets at a rate of 51 % - 64 % as defined by their district approved SLO will be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers whose students meet their targets at a rate of 0 % - 50 % as defined by their district approved SLO will be considered ineffective.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Global History and Geography Regents Exam

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.	By October 1, 2012 all High School Social Studies Regents teachers will submit a completed New York State Student Learning Objective to be approved by district administration. A district approved pre-assessment will be administered to the global studies and US history students
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by September 21st. Baseline will be determined for each student and each teacher will determine the individualized targets in conjunction with review of previous assessments and teacher input. The New York State global studies and geography regents will be used as the post-test for the Global 2 students. The Global 1 teachers will receive the same score as the global 2 teachers. The US history and government regents exam will be used as the post-test for the American History students. Scoring will be by an independent party within the school. Individual student performance targets will be approved by the district administration in collaboration with the teacher of record by October 15, 2012. All teachers have been assigned to one or more groups for the calculation of their HEDI score based on student linkage data.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Teachers whose students meet their targets at a rate of 86 % - 100 % as defined by their district approved SLO will be considered highly effective.

Effective (9 - 17 points) Results meet District goals for similar students.

Teachers whose students meet their targets at a rate of 65 % - 85 % as defined by their district approved SLO will be considered effective.

Developing (3 - 8 points) Results are below District goals for similar students.

Teachers whose students meet their targets at a rate of 51 % - 64 % as defined by their district approved SLO will be considered developing.

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

Teachers whose students meet their targets at a rate of 0 % - 50 % as defined by their district approved SLO will be considered ineffective.

## 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.

By October 1, 2012 all High School science regents teachers will submit a completed New York State Student Learning Objective to be approved by district administration. A district approved pre-assessment will be administered to the Earth science, living environment, chemistry, and physics students by September 21st.

Baseline will be determined for each student and each teacher will determine the individualized targets in conjunction with review of previous assessments and teacher input. Post tests will be New York State Regents exams in each of the four science areas. Scoring will be by an independent party within the school. Individual student performance targets will be approved by the district administration in collaboration with the teacher of record by October 15, 2012. All teachers will be evaluated by the success of their students on the relevant NYS regents exams and the level to which their students meet or surpass their individualized targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Teachers whose students meet their targets at a rate of 86 % - 100 % as defined by their district approved SLO will be considered highly effective.

Effective (9 - 17 points) Results meet District goals for similar students.

Teachers whose students meet their targets at a rate of 65 % - 85 % as defined by their district approved SLO will be considered effective.

Developing (3 - 8 points) Results are below District goals for similar students.

Teachers whose students meet their targets at a rate of 51 % - 64 % as defined by their district approved SLO will be considered developing.

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

Teachers whose students meet their targets at a rate of 0 % - 50 % as defined by their district approved SLO will be considered ineffective.

## 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.

By October 1, 2012 all High School math regents teachers will submit a completed New York State Student Learning Objective to be approved by district administration. A district approved pre-assessment will be administered to the students by September 21st. Baseline will be determined for each student and each teacher will determine the individualized targets in conjunction with review of previous assessments and teacher input. Post tests will be New York State Regents exams in algebra 1, geometry, and algebra 2. Scoring will be by an

independent party within the school. Individual student performance targets will be approved by the district administration in collaboration with the teacher of record by October 15, 2012. All teachers will be evaluated by the success of their students on the relevant NYS regents exams and the level to which their students meet or surpass their individualized targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Teachers whose students meet their targets at a rate of 86 % - 100 % as defined by their district approved SLO will be considered highly effective.

Effective (9 - 17 points) Results meet District goals for similar students.

Teachers whose students meet their targets at a rate of 65 % - 85 % as defined by their district approved SLO will be considered effective.

Developing (3 - 8 points) Results are below District goals for similar students.

Teachers whose students meet their targets at a rate of 51 % - 64 % as defined by their district approved SLO will be considered developing.

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

Teachers whose students meet their targets at a rate of 0 % - 50 % as defined by their district approved SLO will be considered ineffective.

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	ELA Regents Exam
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	ELA Regents Exam
Grade 11 ELA	Regents assessment	ELA Regents Exam

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

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

By October 1, 2012 all High School ELA regents teachers will submit a completed New York State Student Learning Objective to be approved by district administration. A district approved pre-assessment will be administered to all English 11 and English 10 honors students by September 21st. Baseline will be determined for each student and each teacher will determine the individualized targets in conjunction with review of previous assessments and teacher input. Post tests will be New York State Regents exams. Scoring will be by an independent party within the school. Individual student performance targets will be approved by the district

administration in collaboration with the teacher of record by October 15, 2012. All grades 9, 10, and 11th grade teachers will receive the same HEDI score based on the performance of the English 11 and English 10 honors students on the English Comprehensive exam and the level to which the students met their individualized targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Teachers whose students meet their targets at a rate of 86 % - 100 % as defined by their district approved SLO will be considered highly effective.

Effective (9 - 17 points) Results meet District goals for similar students.

Teachers whose students meet their targets at a rate of 65 % - 85 % as defined by their district approved SLO will be considered effective.

Developing (3 - 8 points) Results are below District goals for similar students.

Teachers whose students meet their targets at a rate of 51 % - 64 % as defined by their district approved SLO will be considered developing.

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

Teachers whose students meet their targets at a rate of 0 % - 50 % as defined by their district approved SLO will be considered ineffective.

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
K-5 Music, Art, PE	School/BOCES-wide/group/team results based on State	Grade 4 and 5 ELA and Math NYS Assessments (building growth score)
6-8 Music, Art, PE, Health, Technology, Language, Home Careers	School/BOCES-wide/group/team results based on State	Grade 6-8 ELA and Math NYS Assessment (building growth score)
9-12 PE, Art, Health, Music	School/BOCES-wide/group/team results based on State	NYS State Comprehensive English Exam
9-12 Technology and Business	School/BOCES-wide/group/team results based on State	Weighted averages of NYS regents exams in Comprehensive English, Algebra, Geometry Trigonometry (each math test will count once and the English test will count 3 times so that math and ELA will be equally represented in the weighted average)
7-12 French and Spanish	District, Regional or BOCES-developed	CEWW BOCES Developed Language Assessments
Government and Economics	School/BOCES-wide/group/team results based on State	Average of regents exam results in global studies and US history (see section 2.6)
English 12 and CAP ELA	School/BOCES-wide/group/team results based on State	Comprehensive English Exam
Special Education - Careers Pathways	School/BOCES-wide/group/team results based on State	NCCS District developed Post-test parallel to the NYSAA

6-8 Special Classes	School/BOCES-wide/group/team results based on State	NYS 6th-8th grade ELA and Math (building growth score)
K-5 Special Classes	School/BOCES-wide/group/team results based on State	NYS grades 4 and 5 ELA and Math (building growth scores)
Elementary Reading Specialist K- 5	School/BOCES-wide/group/team results based on State	4th and 5th grade NYS ELA Assessment
6-8 Reading Specialist	School/BOCES-wide/group/team results based on State	NYS 6th-8th grade ELA Assessment (building growth score)
9-12 Reading Specialist	School/BOCES-wide/group/team results based on State	Comprehensive ELA Regents Exam
AIS Elementary Math Teacher K - 5	School/BOCES-wide/group/team results based on State	NYS 4th and 5th Grade math Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	By October 1, 2012 all teachers in the above list will submit a completed New York State Student Learning Objective to be approved by district administration. Each SLO will explain how the teacher's instruction in their classrooms contribute to the success of students on the regents exams that will be used to determine teacher HEDI scores. Teachers in the above groups have been aligned with the state exam(s) to which their curriulums most closely match. Student performance on these exams, compared to pre-determined targets, will be used to evaluate the percentage of students who meet their targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers whose students meet their targets at a rate of 86 % - 100 % as defined by their district approved SLO will be considered highly effective. See the 2.11 attachment for more information.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers whose students meet their targets at a rate of 65 % - 85 % as defined by their district approved SLO will be considered effective. See the 2.11 attachment for more information.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers whose students meet their targets at a rate of 51 % - 64 % as defined by their district approved SLO will be considered developing. See the 2.11 attachment for more information.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers whose students meet their targets at a rate of 0 % - 50 % as defined by their district approved SLO will be considered ineffective. See the 2.11 attachment for more information.

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/5364/129184-TXEttx9bQW/Group HEDI Scores for HS and ELEM and K2.docx*

## 2.12) Locally Developed Controls

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

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

*Once teachers administered pre-assessments, teachers will use multiple measures to establish targets. For example, teachers may review students' academic history, refer to confidential IEPs or 504 plans, and obtain additional information regarding SES, ELL, or SWD. Teachers of students with low performance histories will collaborate to determine individualize targets leading to effective achievement.*

## 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 Friday, June 01, 2012

Updated Friday, December 28, 2012

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#### 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	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment
5	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment

6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times. The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.

### 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	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment
5	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment
6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times. The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.

### 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/5139/137793-rhJdBgDruP/Northeastern Clinton Central School Local Value Added Scale (3.3).docx*

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

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

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

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

Measures based on:

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment
1	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment
2	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment
3	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment

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

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

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

The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times.

	The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.

### 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	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment
1	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment
2	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment
3	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living
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Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times.  
The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.

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

Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.

### 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	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment

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

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

The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will

count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times.  
The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.

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

Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.

### 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	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math State Assessment

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

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

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

The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will

be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times.  
The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.

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

Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.

### 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	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English
Global 2	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English
American History	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English

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

The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle

this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times.

The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.

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

Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.

### 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	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English
Earth Science	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English
Chemistry	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English
Physics	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times.</p> <p>The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.</p>

### 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	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English

Geometry	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English
Algebra 2	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times. The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.

### 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	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English
Grade 10 ELA	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English
Grade 11 ELA	6(ii) School wide measure computed locally	Weighted regents exam scores in Algebra, Geometry, Trigonometry, Earth Science, Living Environment, Chemistry, Physics, Global Studies, US History, Comprehensive English

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times. The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.



be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time. Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times.  
The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

Teachers will be considered highly effective if the building wide average exceeds the state average by 3% or more.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers will be considered developing if the building wide average falls below the state average by 15% up to 70%.

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

Teachers will be considered ineffective if the building wide falls below the state average by 71% or more.

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/137793-y92vNseFa4/HEDI Score Local Achievement.docx*

### 3.14) Locally Developed Controls

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

*No controls*

### 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.

*Teachers with more than one achievement measure (SLO or locally developed) will obtain scores that are weighted proportionately based on the number of students included in all SLO's/assessments.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Monday, June 04, 2012

Updated Friday, December 21, 2012

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### 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.)

*NYSUT Teacher Practice Rubric*

*(No response)*

#### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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 Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Multiple measures will be used to formulate the 60% professional practice. The NYSUT Teacher Practice Rubric will be used district-wide for all teachers of record to evaluate professional practice in teaching standards 1-7. The rubric consists of point levels 1,2,3,and 4 for each indicator and element. Each indicator/element is scored by the lead evaluator through formal observation, at least one walk-through, and through collaboration with the teacher through a shared review of of evidence collection. At least 31 Points will be based up on formal observations and the remaining points will derived from other measures. A formal lesson plan will be submitted at a pre-observation conference. A formal announced observation will be conducted by the evaluator. A post-conference will be conducted and allotted points will be explained. At least one unannounced observation will be conducted in which the evaluator assesses evidence of Standards 1-7 using the NYSUT Professional Practice Rubric. Points 1,2,3, or 4 will be noted on the final observation checklist. This may occur more than once, as necessary for the evaluator to fairly and accurately cite evidence toward*

*professional practice. Additionally, teachers will participate in goal-setting and reflection to show professional development in specific elements of practice. Three observable and measureable goals will be decided upon and submitted to the evaluator by October 1, 2012. Artifacts accumulated in the Teacher Evidence Collection may be demonstrated as evidence toward scoring higher points for specific elements and indicators in Standards 1-7 Dialogue that informs the evaluator and teacher about practices leading to more effective teaching will take place in a timely and expeditious manner, thus allowing teachers to show progress in selected indicators and elements. A Midyear Growth Conference will be conducted, either face to face or electronically. The evaluator will check on the progress made in goal-setting and effective teaching. At the summative evaluation in June 2013, the teacher will receive an average using the NYSUT rubric and the district -wide agreed upon conversion table. The 60% professional practice is a cumulative score derived from the measures stated above. Conversion scores that include decimals will not be rounded up if doing so would result in a higher rating.*

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/5091/138654-eka9yMJ855/professional practice walkthrough.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 who score an average of 3.4 - 4.0 on the selected elements and indicators on the NYSUT professional practice rubric will receive a conversion score of 59 - 60.25 to be considered highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who score an average of 2.5 - 3.4 on the selected elements and indicators on the NYSUT professional practice rubric will receive a conversion score of 57 - 58.8 to be considered effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who score an average of 1.5 - 2.4 on the selected elements and indicators on the NYSUT professional practice rubric will receive a conversion score of 50 - 56.3 to be considered developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who score an average of 1 - 1.4 on the selected elements and indicators on the NYSUT professional practice rubric will receive a conversion score of 0 - 49 to be considered ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	The range for the 60 point measure is 60 - 59.
Effective	The range for the 60 point measure is 58.8 - 57.
Developing	The range for the 60 point measure for the developing rating is 56.3 - 50.
Ineffective	The range for the 60 point measure for the ineffective measure is 49 - 0.

## 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	1
4.6) Observations of Probationary Teachers   Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- Both
- 

## 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	1
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- Both
-

# 5. Composite Scoring (Teachers)

Created Monday, June 04, 2012

Updated Friday, December 21, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
Ineffective	0-49

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Monday, June 04, 2012

Updated Friday, December 21, 2012

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## 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/5265/138663-Df0w3Xx5v6/Teacher\\_Improvem.pdf](assets/survey-uploads/5265/138663-Df0w3Xx5v6/Teacher_Improvem.pdf)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Level 1: Evaluator - Following an ineffective or developing rating, the teacher shall be encouraged to schedule a follow-up meeting to discuss the summative evaluation score with the evaluator. A request for a meeting shall be made in writing, as soon as possible, in a timely and expeditious manner according to education law 30-12, upon receiving the disputed summative score. A meeting will be scheduled at a mutually agreed upon time within 10 school days of receiving a copy of the summative evaluation. If the evaluation is completed and submitted to the teacher after the last day of the school year, the 10 school days shall commence on the first school day*

of the next school year for the bargaining unit member. The parties are entitled to present oral and written evidence supporting their positions. The written response of the evaluator shall be submitted to the teacher within 5 school days of the meeting.

*Level 2 : Superintendent or designee - If the teacher is not satisfied that the matter has been resolved to his/her satisfaction, within 5 school days following the receipt of the evaluator's decision, the teacher may request a meeting with the superintendent. A request shall be submitted in writing and a meeting will be mutually scheduled within 5 school days of when the teacher received a copy of the evaluator's decision. The parties are entitled to submit oral and written evidence supporting their positions. A written response from the superintendent to the teacher will be submitted within 5 school days. The superintendent may designate a new evaluator who must be trained in the new APPR evaluation system as provided in School Law 3012-c. Examples of evaluators include superintendents from neighboring districts, BOCES administrators, or other independently trained evaluators.*

*Level 3 : APPR Panel - The decision of the superintendent may be appealed to a committee consisting of two administration representatives, the Teacher's Union President, and a tenured teacher they mutually agree upon. The selected teacher will come from a pool of pre-determined teacher volunteers and must be employed within another building to remove bias. The appeal to the superintendent must take place within 5 school days from the Superintendent's response. The proceedings will occur in a timely and expeditious manner according to education law 30-12C. If the committee does not reach consensus, all viewpoints must be presented. The decision of this committee shall be final and binding.*

## 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.

*Professional training to administrators will occur through the Champlain Valley Education Services in Plattsburgh, New York. Evaluators will be trained in a 8-10 day training session to become lead evaluators. During the training sessions, they observe teachers through video and used the NYSUT Professional Practice Rubric to score evidence of the Teachers Standards 1 - 7. Precision and accuracy in citing elements and indicators within the seven standards were gained in order to achieve inter-reliability. The Northeastern Clinton Central School District Board of Education will approve the list of lead evaluators who have received training through the regional BOCES. Lead evaluators will be recertified annually by the board of education.*

## 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	Checked
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prescribed by the Commissioner.

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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

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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

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

Created Monday, June 04, 2012

Updated Friday, December 21, 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):

Mooers Elementary (K-5)
Rouses Point Elementary (K-5)
Northeastern Clinton Middle School (6-8)
Northeastern Clinton High School (9-12)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	(No response)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	(No response)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	(No response)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	(No response)

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

*(No response)*

### 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 Monday, November 26, 2012

Updated Friday, December 28, 2012

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## 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
k-5	(d) measures used by district for teacher evaluation	Grades 3-5 NYS ELA and Math Assessments
6-8	(d) measures used by district for teacher evaluation	Grade 6-8 ELA and Math Assessments
9-12	(d) measures used by district for teacher evaluation	Weighted averages of Regents exams in Earth Science, Living Environment, chemistry, physics, comprehensive English, Algebra, geometry, trigonometry, US history, global history as described in the Local Achievement of Teachers section

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The Principals have elected to adopt the school-wide measure for local achievement at the elementary, middle and secondary levels. The math and ELA building results for grades 3-5 and 6-8 building results will be averaged together to yield a composite score that will be compared to the provided state average. Grades 9-12 will share a building scored based on student achievement on the ten regents exams given in English, social studies, math and science. The scores on the 2013 regents exams will be used to measure the extent to which the students meet or exceed the state average. In an effort to make the 4 core departments equally accountable, the exams average will be weighted accordingly: Earth Science, Living Environment, Chemistry, and Physics will count one time.</p>
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Integrated Algebra, Geometry and Algebra II/Trig. will count 1.33 times. Global History and American History will each count twice. Comprehensive English will count 4 times.  
The district adopted a HEDI Rating Scale that compares the building wide average to the state wide average.

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

Principals will be considered highly effective if the building wide average exceeds the state average by 3% or more.

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

Principals will be considered effective if the building wide average exceeds the state average by 2% or falls below the state average by up to 14%.

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

Principals will be considered developing if the building wide average falls below the state average by 15% up to 70%.

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

Principals will be considered developing if the building wide average falls below the state average by 71 % up to 100 %

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

*(No response)*

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

*assets/survey-uploads/5366/248458-qBFVOWF7fC/Northeastern Clinton Central School Local Value Added Scale (8.1).docx*

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

**In the table below, list all of the grade configurations 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
	(a) achievement on State assessments	Not Applicable

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

*(No response)*

### 8.4) Principals with More Than One Locally Selected Measure

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

*(No response)*

### 8.5) Assurances

Please check all of the boxes below:

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

---

8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
---	-------

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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 Thursday, November 29, 2012

Updated Friday, December 28, 2012

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## 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.

*Multidimensional Principal Performance 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.

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

## 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 following formula will be used to calculate the number of points for Principal effectiveness composite score. There are six domains in the Multi-dimensional Rubric, each composed of a set of dimensions. Principal performance in each dimension will be ranked as follows: ineffective (1), developing (2), effective (3), highly effective (4). Each of the six dimensions will have a weighting which will determine it's overall significance in the calculation. The weighted values for the sum of the common dimensions will be placed in a chart (see attached). The sum for each of the HEDI categories will be multiplied by a given multiplier (see attached) to give the total HEDI points earned on a scale of 0 to 90. Next, the conversion chart (see attached) will be used to convert the HEDI ratings from a 90 point scale to a 60 point scale.*

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/5143/254808-pMADJ4gk6R/Northeastern Clinton CS Principal Scoring Methodology for Other Measures\_1.docx*

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

Highly Effective: Overall performance and results exceed standards.	A Principal who achieves 59-60 points will be considered highly effective.
Effective: Overall performance and results meet standards.	A Principal who achieves 57-58 points will be considered effective.
Developing: Overall performance and results need improvement in order to meet standards.	A Principal who achieves 55-56 points will be considered developing.
Ineffective: Overall performance and results do not meet standards.	A Principal who achieves 0-54 points will be considered ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

## 9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, November 27, 2012

Updated Friday, December 21, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

Results are well above District- or BOCES- adopted expectations for 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	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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 Thursday, November 29, 2012

Updated Friday, December 21, 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/5276/255710-Df0w3Xx5v6/NCCS Principal PIP.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *TIME FRAME FOR FILING APPEAL*

*All appeals shall be filed in writing in a timely and expeditious manner in accordance with educational law 3012-c. The act of mailing the appeal shall constitute filing.*

*An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their*

*final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.*

*The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request.*

*When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.*

#### *TIME FRAME FOR DISTRICT RESPONSE*

*Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.*

#### *DECISION PROCESS FOR APPEAL*

*Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.*

*The parties agree that:*

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;*
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;*
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

#### *DECISION*

*A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision, which will occur in a timely and expeditious manner, shall be a final administrative decision.*

*The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.*

## 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 Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the CEWW BOCES Network Team evaluator/ lead evaluator training in accordance with SED procedures and processes. The training will occur throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:*

- 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 teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;*

*4) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals.*

*5) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers or principals;*

*6) The scoring methodology 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; and*

*7) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

*Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher/principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the CEWW BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The CEWW BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.*

## 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, November 27, 2012

Updated Friday, January 04, 2013

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### 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/5581/250485-3Uqgn5g9Iu/nccsfinalcertificationpage.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.

## NCCS HEDI SCORE RUBRIC FOR MIDDLE AND HIGH SCHOOL

### HEDI POINTS    % of Students Meeting Their Goals

20 points	97 - 100 %
19 points	92 % - 96 %
18 points	86 % - 91 %
17 points	83 % - 85 %
16 points	79 % - 82 %
15 points	75 % - 78 %
14 points	71 % - 74 %
13 points	70 %
12 points	68 % - 69 %
11 points	67 %
10 points	66 %
9 points	65 %
8 points	64 %
7 points	63 %
6 points	62 %
5 points	59 % - 61 %
4 points	55 % - 58 %
3 points	51 % - 54 %
2 points	41 % - 50 %
1 point	31 % - 40 %
0 points	0 % - 30 %

## NCCS HEDI SCORE RUBRIC FOR ELEMENTARY SCHOOLS

### HEDI POINTS    % of Students Meeting Their Goals

20 points	95 %-100 %
19 points	90 % - 94 %
18 points	89 % - 93 %
17 points	85 % - 88 %
16 points	81 % - 84 %
15 points	76 % - 80 %
14 points	71 % - 75%
13 points	70 %
12 points	65 % - 69 %
11 points	60 % - 64 %
10 points	55 % - 59 %
9 points	50 % - 54 %
8 points	45 % - 49 %
7 points	40 % - 44 %
6 points	35 % - 39 %
5 points	30 % - 34 %
4 points	25 % - 29 %
3 points	20 % - 24 %
2 points	10 % - 19 %
1 point	5 % - 9 %
0 points	0 % - 4 %

## 25 Point to 20 Point Conversion for K-2

Highly Effective 18 – 20 points	Effective 9 – 17 points		Developing 3 – 8 points	Ineffective 0 – 2 points	
<i>The conversion and distribution of points from the value-added bands (25 points) to the comparable growth measures bands are presented below. VA = value added score</i>					
VA 22 or 23 = 18 VA 24 = 19 VA 25 = 20	VA 10 or 11 = 9 VA 12 or 13 = 10 VA 14 = 11 VA 15 = 12 VA 16 = 13	VA 18 or 17 = 14 VA 19 = 15 VA 20 = 16 VA 21 = 17	VA 3 or 4 = 3 VA 5 = 4 VA 6 = 5	VA 7 = 6 VA 8 = 7 VA 9 = 8	VA 0 = 0 VA 1 = 1 VA 2 = 2

Northeastern Clinton Central School

HEDI Rating Scale for Locally Selected Measures of Student Achievement

Value Added 15 Point Scale

15 Points - State Average plus 7 % to 40 %

14 Points - State Average plus 3 % to 6 %

13 Points - State Average plus 1 % to 2 %

12 Points – State Average

11 Points – State Average minus 2 % to minus 1 %

10 Points – State Average minus 6 % to minus 3 %

9 Points – State Average minus 12 % to minus 7 %

8 Points – State Average minus 14 % to minus 13 %

7 Points – State Average minus 20 % to minus 15 percent

6 Points – State Average minus 35 % to minus 21 %

5 Points – State Average minus 45 % to minus 36 %

4 Points – State Average minus 60 % to minus 46 %

3 Points – State Average minus 70 % to minus 61 %

2 Points – State Average minus 80 % to minus 71 %

1 Point – State Average minus 90 % to minus 81 %

0 Points – 0 %

<b>HEDI Rating Scale for Locally Selected Measures of Student Achievement</b>																						
<b>HEDI Scoring</b>		*SA -- State Average																				
		<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>								<b>DEVELOPING</b>						<b>INEFFECTIVE</b>			
		20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
		+7-40%	+5-6%	+3-4%	+1-2%	SA	-1 to -2%	-3 to -4%	-5 to -6%	-7 to -8%	-9 to -10%	-11 to -12%	-13 to -14%	-15 to -20%	-21 to -30%	-31 to -40%	-41 to -50%	-51 to -60%	-61 to -70%	-71 to -80%	-81 to -90%	-91 to -100%

The HEDI Rating Scale shall be based on a local school-wide achievement measure. Classroom teachers in K-12 buildings compare the composite scores of grade level state assessments to the state average on identical state assessments. The degree to which this average falls above or below the state average will determine the rating score. For example, meeting the state average will result in an effective score of 16 points.

**APPENDIX B  
CONVERSION CHART – 60% OTHER MEASURES**

	Category	Conversion for 60% Teacher Practice Score
<b>Ineffective 0-49</b>		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Teacher \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Period \_\_\_\_\_

Admin \_\_\_\_\_

Indicator #	Indicator	Evidence
I 2 A	Uses strategies to support learning and language acquisition	
I 6 A	Understands technological literacy and its impact on student learning	
II 2 C	Incorporates disciplinary and crossdisciplinary learning experiences	
II 3 A	Designs learning experiences that connect to students' life experiences	
III 1 C	Engages students	
III 2 B	Uses questioning techniques	
III 4 A	Differentiates instruction	
III 5 A	Provides opportunities for collaboration	

Indicator #	Indicator	Evidence
III 6 B	Provides feedback during and after instruction	
IV 1 A	Interactions with students	
IV 1 B	Supports student diversity	
IV 2 B	Promotes student curiosity and enthusiasm	
IV 3 A	Establishes routines/ procedures/transitions and expectations for student behavior	
IV 4 A	Organizes learning environment	
IV 4 C	Establishes classroom safety	
V 1 B	Measures and records student achievement	

Indicator #	Indicator	Evidence
V 1 C	Aligns assessments to learning goals	
V 2 A	Uses assessment data as feedback to set goals with students	
V 3 A	Accesses, analyzes and interprets assessments	
V 5 A	Communicates purposes and criteria	
VI 1 A	Demonstrates ethical, professional behavior	
VI 2 B	Participates on an instructional team.	
VI 3 A	Communicates student performance to families	
VI 4 B	Manages time and attendance	

Indicator #	Indicator	Evidence
VII 2 A	Sets goals	

Notes

**Sample TIP Worksheet:**

***TEACHER IMPROVEMENT PLAN WORKSHEET***

**(To be completed jointly by teacher and administrator/supervisor)**

Name \_\_\_\_\_ Bldg. \_\_\_\_\_ Gr./Subj. \_\_\_\_\_ Date \_\_\_\_\_

Area(s) Needing Improvement/Desired Outcome	Action Steps (Provide Detailed Description)	Support/Resources Provided	Who is Responsible Teacher Responsibilities Admin/Supervisor Responsibilities	Benchmarks/Checkpoints Evaluation Dates

**Teacher's Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Administrator's Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
**Teacher's Signature      Date**

\_\_\_\_\_  
**Administrator's Signature      Date**



## TEACHER IMPROVEMENT PLAN

A Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion and collaboration in the identified area(s) in need of growth/improvement. In addition to the teacher and administrator, other representatives may participate in the development of the plan, at the discretion of the teacher. Participants will jointly determine the action plan to address areas in need of growth/improvement. It is agreed that the primary responsibility for growth/improvement remains with the teacher.

**Rationale for TIP:** Any Teacher who received an ineffective or developing APPR composite score will participate in an improvement plan.

**Area(s) in Need of Improvement:** As evidenced by observation on or at the conclusion of an APPR.

**Linked to NYS Teaching Standards (TIP):** Identify at least 1-3 STANDARD areas in need. Plan should contain clear, measurable goals.

**Linked to ISLLIC Standards (PIP):** Identify at least 1-3 STANDARD areas in need. Plan should contain clear, measurable goals.

**Desired Outcomes/Goals:** Including but not limited to:

- Release time for observations
- Mentor meetings
- Professional development
- One-on-one counseling
- Peer counseling (individual or group)
- Input from other supervisors
- Scheduled observations
- Journal writing

**Timeline for Completion:** Ranges depending on complexity of plan (maximum of one year).

**Benchmarks/Checkpoints:** Each identified area should have a least one benchmark.

**Progress Assessment:** Evidenced/documentated.

Northeastern Clinton Central School

HEDI Rating Scale for Locally Selected Measures of Student Achievement

Value Added 15 Point Scale

15 Points - State Average plus 7 % to 40 %

14 Points - State Average plus 3 % to 6 %

13 Points - State Average plus 1 % to 2 %

12 Points – State Average

11 Points – State Average minus 2 % to minus 1 %

10 Points – State Average minus 6 % to minus 3 %

9 Points – State Average minus 12 % to minus 7 %

8 Points – State Average minus 14 % to minus 13 %

7 Points – State Average minus 20 % to minus 15 percent

6 Points – State Average minus 35 % to minus 21 %

5 Points – State Average minus 45 % to minus 36 %

4 Points – State Average minus 60 % to minus 46 %

3 Points – State Average minus 70 % to minus 61 %

2 Points – State Average minus 80 % to minus 71 %

1 Point – State Average minus 90 % to minus 81 %

0 Points – 0 %

# Northeastern Clinton Central School

## Rubric Scoring Methodology

### For Principal 60 Points Other Measures

#### Other Measures

The parties agree that Principals shall be evaluated using the Multidimensional Principal Performance Rubric for the Other Measures subcomponent. The assessment of Other Measures on the rubric shall account for 60% of a Principal's HEDI rating.

#### **HYBRID HOLISTIC/MATHEMATICAL RUBRIC SCORING METHODOLOGY**

*Each of the six domains of the rubric are rated HEDI by the supervisor. Site visits and other negotiated sources of evidence should be considered when the evaluator is rating each domain. These domains will be weighted in the following manner.*

SHARED VISION OF LEARNING	(x 0.5)	H E D I
SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM	(x 1.5)	H E D I
SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT	(x 1.5)	H E D I
COMMUNITY	(x 0.5)	H E D I
INTEGRITY, FAIRNESS, ETHICS	(x 1.5)	H E D I
POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT	(x 0.5)	H E D I

**(so essentially, domains 2, 3, and 5 are weighted three times as heavily as domains 1, 4, and 6)**

Number of ratings given:	Multiplier (based on 6 domains)	HEDI Pts Earned:
H _____	X 15	_____
E _____	X 10	_____
D _____	X 5	_____
I _____	X 0	_____

**Total points for ratings on 6 domains \_\_\_\_\_ (out of 90)**

**(so essentially, a Principal earns 15 HEDI points for each of the weighted domains in which he is judged "highly effective", 10 HEDI points for each of the weighted domains in which he is judged "effective", and 5 HEDI points for each of the weighted domains in which he is judged "developing". If he were to be ranked "highly effective" in all six domains, the calculation would be:**

**((3 domains \* 1.5) + (3 domains \* 0.5)) \* 15 = 90 HEDI Points**

Once the number of HEDI points on a scale of 0-90 has been calculated using the method described above, it is necessary to convert everything to a 60 point scale.

## Conversion from a 90 Point Scale to a 60 Point Scale

HEDI RATNGS POINTS	Other Measures Points/60	Other Measure Rating
80-90	60	H
65-79	59	
50-64	58	E
45-49	57	
20-44	56	D
15-19	55	
13.8-14.0	54	I
13.5-13.7	53	
13.1-13.4	52	
12.8-13.0	51	
12.5-12.7	50	
12.1-12.4	49	
11.8-12.0	48	
11.5-11.7	47	
11.1-11.4	46	
10.8-11.0	45	
10.5-10.7	44	
10.1-10.4	43	
9.8-10.0	42	
9.5-9.7	41	
9.1-9.4	40	
8.8-9.0	39	
8.6-8.7	38	
8.4-8.5	37	
8.1-8.3	36	
7.8-8.0	35	
7.6-7.7	34	
7.4-7.5	33	
7.1-7.3	32	
6.8-7.0	31	
6.6-6.7	30	
6.4-6.5	29	
6.1-6.3	28	
5.8-6.0	27	
5.6-5.7	26	
5.4-5.5	25	
5.1-5.3	24	
4.8-5.0	23	

4.6-4.7	22	
4.4-4.5	21	
4.1-4.3	20	
3.9-4.0	19	
3.7-3.8	18	
3.5-3.6	17	
3.3-3.4	16	
3.1-3.2	15	
2.9-3.0	14	
2.7-2.8	13	
2.5-2.6	12	
2.3-2.4	11	
2.1-2.2	10	
1.9-2.0	9	
1.7-1.8	8	
1.5-1.6	7	
1.3-1.4	6	
1.1-1.2	5	
0.9-1.0	4	
0.7-0.8	3	
0.5-0.6	2	
0.3-0.4	1	
0.0-0.2	0	

**The Score (based on 60 points) derived from this conversion chart will be equal to the Principal score on the 60 point “Other Measures” portion of the total Principal APPR HEDI rating.**

## SECTION V: IMPROVEMENT PLAN

### **Northeastern Central School District Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

## Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

## **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:

*Gerald L Blain January 3, 2013*

Teachers Union President Signature:    Date:

*Lawrence Paola Jan. 3, 2013*

Administrative Union President Signature:    Date:

*Thomas J. Brundell Jan. 3, 2013*

Board of Education President Signature:    Date:

*Sinda J. Hoop-Horne Jan. 3, 2013*