



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

Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

August 28, 2014

Revised

William M. Ward, Superintendent
Pawling Central School District
515 Route 22
Pawling, NY 12564

Dear Superintendent Ward:

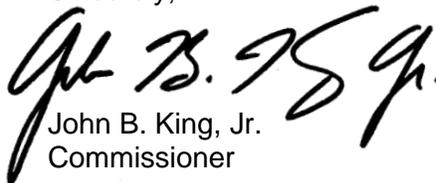
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: John C. Pennoyer

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, July 03, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 131201040000

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

131201040000

1.2) School District Name: PAWLING CSD

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

PAWLING CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, August 14, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS ELA 4
1	School-or BOCES-wide, group or team results based on State assessments	NYS ELA 4
2	School-or BOCES-wide, group or team results based on State assessments	NYS ELA 4

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

A District goal has been to focus on improvement in the area of literacy for all students including the following sub-groups of students: individuals performing below the level of the standards; students with disabilities; and Limited English Proficient/English Language Learners. Teachers and Principals used Local trend data to establish the HEDI categories listed below. The district has a minimum rigor expectation for growth that students will achieve at least a 3 on the NYS ELA assessment. Based on historical data and performance of our third grade students, the District has a growth expectation of 41% proficiency on the NYS Grade 3 ELA Assessment. Based

on historical data and performance of our third grade students, the District has a growth expectation of 45% proficiency on the NYS Grade 4 ELA Assessment. All teachers in K-2 will be assigned a school-wide score based on the percentage of Grade 4 students reaching proficiency on the grade 4 NYS ELA Assessment. Teachers in Grade 3 will be assigned points based on the percentage of Grade 3 students reaching proficiency on the Grade 3 NYS ELA Assessment.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Math 4
1	School-or BOCES-wide, group or team results based on State assessments	NYS Math 4
2	School-or BOCES-wide, group or team results based on State assessments	NYS Math 4

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A District goal has been to focus on improvement in the area of numeracy for all students including the following sub-groups of students: individuals performing below the level of the standards; students with disabilities; and Limited English Proficient/English Language Learners. Teachers and Principals used Local trend data to establish the HEDI categories listed below. The district has a minimum rigor expectation for growth that students will achieve at least a 3 on the NYS Math assessment. Based on historical data and performance of our third grade students, the District has a growth expectation of 34% proficiency on the NYS Grade 3 Mathematics Assessment. Based on historical data and performance of our third grade students, the District has a growth expectation of 54%
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proficiency on the NYS Grade 4 Mathematics Assessment. All teachers in K-2 will be assigned a school-wide score based on the percentage of Grade 4 students reaching proficiency on the grade 4 NYS Math Assessment. Teachers in Grade 3 will be assigned points based on the percentage of Grade 3 students reaching proficiency on the Grade 3 NYS Math Assessment.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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	Pawling CSD developed 6th Grade Science Assessment.
7	District, regional or BOCES-developed assessment	Pawling CSD developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data the district has set a minimum growth expectation for Grades 6-7 Sciences Courses that 66% of students will score $\geq 85\%$ on the district developed science assessment. Using historical data the district has set a minimum growth expectation for Grade 8 Science Courses that 70% of students will reach proficiency with a score of 3 or 4 on the Grade 8 Science assessment. After the percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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

See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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	Pawling CSD 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Pawling CSD 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Pawling CSD 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data the district has set a minimum growth expectation for Grades 6-8 Social Studies Courses that 66% of students will score $\geq 85\%$ on the district developed social studies assessment. After the percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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	Global History & Geography Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data, the district has set a minimum rigor expectation for growth for the Global History and Geography Regents that 40 % of students will score ≥ 85 and for the US History and Government Regents that 42% of students will score ≥ 85 . All teachers of Global 1 will be assigned a school-wide score based on the percentage taking the Global History and regents who score ≥ 85 . All teachers of Global 2 will be assigned points based on the percentage taking the Global History and Geography regents who score ≥ 85 . All teachers of American History will be assigned points based on the percentage taking the US History and Government regents who score ≥ 85 .
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student performance on the Regents exam related to the target will be the basis for establishing the teacher score in a HEDI rating category. Using historical data the district has set a minimum growth expectation for the Physical Setting/Earth Science Regents that 40% of students will score ≥ 85 , for the Living Environment regents that 40% of students will score ≥ 85 , for Chemistry regents that 40% of students will score ≥ 85 , and for Physics regents that 40% of students will score ≥ 85 . HEDI points will be assigned based on the percentage of
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students meeting or exceeding the district's minimum rigor expectation.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>An SLO will be developed using prior performance and demographics related to students who have previously taken the Regents examination. This data will be compared to data for the current year cohort to determine an appropriate SLO target for the upcoming exam. Student performance on the Regents exam related to the target will be the basis for establishing the teacher score in a HEDI rating category. Using historical data the district has set a minimum growth expectation for the Algebra 1 Regents that 40% of students will score ≥ 85, for the Geometry Regents that 40% of students will score ≥ 85, and for the Algebra 2/Trigonometry Regents that 39% of students will score ≥ 85.</p> <p>The District will be offering the Integrated Algebra Regents and the Common Core Algebra Regents. For APPR purposes, Algebra I teachers of students enrolled in Common Core courses will use the higher of the two assessment scores. Beginning in 2014-2015 (and beyond), all students will be taking the NYS Common Core Algebra Regents. We will continue to use the bands as described below.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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	School Wide SLO based on NYS Comprehensive and Common Core English Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	School Wide SLO based on NYS Comprehensive and Common Core English Regents assessments
Grade 11 ELA	Regents assessment	NYS Comprehensive and Common Core English Regents assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	An SLO will be developed using prior performance and demographics related to students who have previously taken the Regents exam. This data will be compared to data for the current year cohort to determine an appropriate SLO target for the upcoming exam. Student performance on the Regents exam related to the target will be the basis for establishing the teacher score in a HEDI rating category. The district has a minimum rigor expectation for growth that students will achieve at least ≥ 85 on the NYS Comprehensive and Common Core English Regents assessment. Using historical data the district has set a minimum growth expectation for the Comprehensive and Common Core English Regents assessments that 40% of students will score ≥ 85 . All teachers of English 9 and 10 will be assigned a school-wide score based on the percentage taking the NYS Comprehensive and Common Core English Regents who score ≥ 85 . All teachers of English 11 will be assigned points based on the percentage taking the NYS Comprehensive and Common Core English Regents who score ≥ 85 . For the Grade 11 ELA Assessment, the District will administer the NYS Comprehensive and Common Core Regents Assessments. For APPR purposes, ELA teachers of students enrolled in Common Core courses will use the higher of the two assessment scores. We will continue to use this process as long as NYS offers this
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option. Beyond that time, we will be administering the NYS Common Core English Regents. We will continue to use the bands as described below.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All other courses K-4	School/BOCES-wide/group/team results based on State	NYS ELA Assessment Grade 4 ELA Assessment
All other courses 5-8	School/BOCES-wide/group/team results based on State	NYS ELA Assessment Grade 8 ELA Assessment
All other courses 9-12	School/BOCES-wide/group/team results based on State	NYS Comprehensive and Common Core English Regents ELA Assessment
Grades K-12 ESL	State Assessment	SLO based on the NYSESLAT

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

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

For each of these courses except ESL, we will use a School-Wide SLO based on either the 4th Grade, 8th Grade or NYS Comprehensive/Common Core English Regents Assessment. All Teachers in K-4, 5-8, and 9-12 will be assigned a Building-Wide score based on the assessment appropriate to the grade configuration of the building. The growth targets are based on scores of the class on the previous year's final assessments. Using historical data the district has set minimum growth expectations that 44% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 4 ELA Assessment, 43% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 8 ELA Assessment and 40% will score ≥ 85 on the NYS Comprehensive and Common Core English Regents. For ESL, the district has set a minimum growth expectation that

39% of students will score in the Proficient performance level on the NYSESLAT.

HEDI points will be assigned based on the percentage of students meeting or exceeding the district's minimum rigor expectation.

For the ELA Assessment, the District will administer the NYS Comprehensive/Common Core Regents Assessments. For APPR purposes, ELA teachers of students enrolled in Common Core courses will use the higher of the two assessment scores. We will continue to use this process as long as NYS offers this option. Beyond that time, we will be administering the NYS Common Core English Regents. The use of this examination will impact our HEDI process. We will continue to use the bands as described below.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1041212-TXEttx9bQW/APPR HEDI BANDS 2014 (2.11).docx

2.12) Locally Developed Controls

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

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

none

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher

with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, July 22, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

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

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.

<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 3.3, below.</p>	<p>PCSD will be using value-added measures based on Measures of Academic progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA Grades 4-8. PCSD's Analyses will be conducted by the Value Added Research Center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. The score provided by</p>
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VARC is a growth score assigned to the teacher based on the performance of students assigned to the teacher.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.2) Grades 4-8 Math

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

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

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.

PCSD will be using value-added measures based on Measures of Academic progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades 4-8. PCSD's Analyses will be conducted by the Value Added Research Center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. The score provided by VARC is a growth score assigned to the teacher

based on the performance of students assigned to the teacher.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1041214-rhJdBgDruP/Task 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades)
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades)
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades)
3	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (ELA)

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in Grades K-3. PCSD's Analyses will be conducted by the Value Added Research Center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. The score provided by VARC is a growth score assigned to the teacher</p>
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based on the performance of students assigned to the teacher.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades)
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades)
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades)
3	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Math)

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.

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades K-3. PCSD's Analyses will be conducted by the Value Added Research Center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will

be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. The score provided by VARC is a growth score assigned to the teacher based on the performance of students assigned to the teacher.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)

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.

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades 5-8. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. Teachers being evaluated using a school-wide measure will be evaluated based upon school-wide results on the listed assessment.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average

achievement for grade/subject.	growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.	PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in Grades 5-8. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. Teachers being evaluated using a school-wide measure will be evaluated based upon school-wide results on the listed assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded

grade/subject.	NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Global 2	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
American History	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in Grades 9-12. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. Teachers being evaluated using a school-wide measure will be evaluated based upon school-wide results on the listed assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands

to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Earth Science	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Chemistry	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Physics	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)

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

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

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

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades 9-12. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. Teachers being evaluated using a school-wide measure will be evaluated based upon school-wide results on the listed assessment.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands

to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Geometry	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

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

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

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades 9-12. PCSD's Analyses will be conducted by the Value Added Research Center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. The score provided by VARC is a growth score assigned to the teacher based on the performance of students assigned to the teacher.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in Grades 9-12. PCSD's Analyses will be conducted by the Value Added Research Center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. The score provided by VARC is a growth score assigned to the teacher based on the performance of students assigned to the teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn

each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses grades K-4	6(ii) School wide measure computed locally	Measures of Academic Progress ELA and Measures of Academic Progress(Primary Grades)
All other courses grades 5-8	6(ii) School wide measure computed locally	Measures of Academic Progress ELA
All other courses grades 9-12	6(ii) School wide measure computed locally	Measures of Academic Progress ELA

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

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

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

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Grades K-12. PCSD's Analyses will be conducted by the Value Added Research Center (VARC) on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. Teachers being evaluated

using a school-wide measure will be evaluated based upon school-wide results on the listed assessment.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores & HEDI bands to describe how teachers will earn each of the four rating categories.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1041214-y92vNseFa4/NWEA MAP Assessment VARC Conversion Chart Revised (3.13).docx

3.14) Locally Developed Controls

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

none

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.

Where teachers have multiple selected measures for courses using the NWEA Value-Added Model, we will use a population-weighted average of the measures. We will assign teachers to a HEDI category and points based on the distribution of the scores. Standard rounding rules will apply to the final HEDI score.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 21, 2014

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
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	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The following mathematical model will be employed to assign points using the Frameworks for Teaching:

Highly Effective = 4

Effective = 3

Developing = 2

Ineffective = 1

If a teacher is rated ineffective for each sub-component in a domain, they will receive a score of 0 for that domain.

Thirty-two (32) points are assigned to classroom observations and are determined in the following manner:

Domain 1 (includes 6 sub-domains) therefore worth 24 possible points

Domain 2 (includes 5 sub-domains) therefore worth 20 possible points

Domain 3 (includes 5 sub-domains) therefore worth 20 possible points

Domain 4 (includes 6 sub-domains) therefore worth 24 possible points

After tabulation for each sub-domain, since each domain is weighted equally, the total points for each of the four domains will be added together and multiplied by a weighting factor of 0.3636 and rounded to the nearest whole number for a score out of 32 for observations.

See example below:

Domain 1 20 total points/24 possible points

Domain 2 16 total points/20 possible points

Domain 3 18 total points/20 possible points

Domain 4 18 total points/24 possible points

Thus:

Total points in example = 72 x weighting factor of 0.3636 = 26 points for observations.

Final 0-32 score based on observations will be rounded according to standard rounding rules.

28 points are assigned to structured reviews of lesson plans, student portfolios and other teacher artifacts and are determined in the following holistic manner based on the evidence observed in each domain:

The professional development and attainment is scored through Domain One (1) and is worth a total of 4 points (H=4, E=3.5, D=2.5, I=0). If a teacher fails to submit any artifacts that pertain to Domain One, that teacher will receive a score of 0.

Completing a structured review of student work is scored through Domain three (3) and is worth a total of 24 points (H=19-24, E=13-18, D=7-12, I=0-6). For Domain three (3), points will be allocated holistically based upon the lead evaluator's review of the teacher's portfolio.

After tabulation for each of these domains, the total points for each of the two domains will be added together for a score out of 28 for other evidence. Standard rounding rules will apply to the final 0-28 points for artifacts.

Thus, a teacher earning 3 points on the professional development and attainment and 18 points on a structured review of student work would earn a total of 21 points out of a possible 28 points.

The total score for observations will be added to the total score for goal proposal and attainment and structured review for a final rubric score out of 60, which will be a teacher's score for Other Measures of Effectiveness.

For the example provided, the compilation of points from the Observations and Other Evidence would yield a total of 47 points (26 & 21) out of a possible total of 60 points on the local evaluation.

Each sub-domain will receive a rating at the end of the school year based on the totality of the evidence based upon multiple observations. The final 60 point other measure score will be rounded using standard rounding rules. Rounding will not result in a teacher moving from one HEDI band into another.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers in this category consistently exceed the district's expectations
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet the district's expectations
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category are approaching the district's expectations
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below the district's expectations

Provide the ranges for the 60-point scoring bands.

Highly Effective	54 -60
Effective	46 -53
Developing	27 -45
Ineffective	0 - 26

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1

Total	2
-------	---

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	54 - 60
Effective	46 - 53
Developing	27 - 45
Ineffective	0 - 26

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, August 21, 2014

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

assets/survey-uploads/12193/1041217-Df0w3Xx5v6/Pawling TIP 6-2.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. The Evaluation Appeals Procedure (See Commissioner's Regulation 30-2.6 and 30-2.11):

1. For the purpose of the article, "days" is defined as days when school is in session.

2. If, due to extenuating circumstances, the teacher is not able to stay within the timeline for any step of an appeal, the parties agree to

extend the deadline accordingly. Despite any extension granted, the process will be timely and expeditious in compliance with Education Law section 3012-c.

3. Teachers can only appeal composite ratings of "developing" or "ineffective". This is the only procedure for challenging composite ratings. Under Education Law 3012-c, the following subjects may be appealed:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
- (2) the adherence to the Commissioner's Regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law 3012-c.

4. A teacher cannot file multiple appeals on the same performance review; thus, all issues must be raised at the time the appeal is filed, or are deemed waived.

5. The teacher bears the burden of providing substantial evidence that the evaluation should be overturned. All appeals must be commenced and advanced to the next step within the timelines or are deemed waived, and are not subject to review in any other forum.

6. STEP 1: The teacher begins an appeal with the evaluator of record. The teacher must attempt to resolve the appeal informally within ten (10) days of receipt of the composite score through a conference with lead evaluator.

7. STEP 2: If issues are not resolved to the teacher's satisfaction through the informal step, the teacher can choose to appeal to the next level, but must do so within five (5) days of the informal conference. The appeals must be submitted in writing to the Superintendent's office and must include a detailed explanation of the basis for the appeal, including any documents that support the appeal. The evaluator shall be given a copy of the appeal documents and may submit a response within five (5) days of receipt of said copy. The Superintendent's office will refer the appeal papers to each member of the Evaluation Appeals Committee (EAC) within five (5) days. The EAC is composed of one person selected by the Superintendent, one person selected by the PCT and one person jointly selected by the PCT and Superintendent. The jointly-selected member must be an active NYS certified educator trained in the the CORE curriculum and the Danielson Teachscape rubric. The mutually selected member shall be from the building of the appellant. None of the committee members can be the appealing teacher or the evaluator. The EAC will review the paperwork submitted on the appeal and will render a decision to the lead evaluator, the appellant, the PCT President, and the Superintendent within ten (10) days of the written submission. The EAC will reach a decision by a unanimous vote. If the vote is to uphold the appeal, the decision of the evaluator of record is overturned and the EAC will order an adjustment to the teacher's composite score. If the vote is to deny the appeal, the decision of the evaluator of record stands. If a unanimous vote is not reached, the EAC shall summarize the opposing viewpoints in writing and submit the document to the lead evaluator, the appellant, the PCT President and the Superintendent within the same ten (10) day period described above.

Appeals based upon the establishment of a Teacher Improvement Plan (TIP) must be filed within 10 school days of the District's issuance of the TIP, or of the District's failure to comply with the requirements of the TIP.

8. STEP 3: If a unanimous vote is not reached, the Superintendent reviews the EAC's findings within 5 days and follows with a decision within ten (10) days of receipt of the EAC's submission.

9. If the Superintendent upholds the appeal, the District will take necessary steps to revise the composite score accordingly. If the Superintendent denies the appeal, the decision of the evaluator of record stands. The decision of the Superintendent is final and binding.

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

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

The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation. Lead Evaluators are defined as District Administrators or Principals (30-2.9(a)

The District will provide training to Evaluators and lead Evaluators through the Dutchess County BOCES RTTT Evaluator Training program with multiple training dates to be held throughout the school year.

Through BOCES trainings and monthly administrative meetings in the PCSD, the Instructional Leaders/Lead Evaluators will continue to refine their skills in the area of inter-rater reliability.

The District will continue to participate in trainings through the Dutchess BOCES RTTT Evaluator Training program throughout the school year working on more advanced offerings of the nine components of 30-2.9 of the Commissioner's Regulations.

The District will participate through the Dutchess County BOCES to certify and recertify all lead evaluators and to maintain inter-rater reliability over-time. Initial certification training for all evaluators will consist of a minimum of one (1) day of training. Recertification of evaluators will consist of a minimum of 3 hours.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

(No response)
5-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	3rd and 4th Grade NYS ELA and Math Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	For the K-4 principal, the NYS Grade 4 ELA and Math assessments and the NYS Grade 3 ELA and Math assessments will be used to measure student growth for State Growth for principals. The State will provide the HEDI results for Grade 4 ELA and Math which will then be weighted proportionally with the 3rd grade ELA and Math SLO results (see HEDI below for Grade 3). A District goal has been to focus on improvement in the area of literacy for all students including the following sub-groups of
--	--

students: individuals performing below the level of the standards; students with disabilities; and Limited English Proficient/English Language Learners. The District has a minimum rigor expectation for growth that students will achieve at least a three (3) on the NYS Grade 3 ELA and Math assessments. Based on historical data and performance of our third grade students, the District has a growth expectation of 41% proficiency on the NYS Grade 3 ELA Assessment. Based on historical data and performance of our third grade students, the District has a growth expectation of 33% proficiency on the NYS Grade 3 Math Assessment. HEDI points will be assigned based on the percentage of students meeting or exceeding the district's minimum rigor expectation for growth. See the attached chart for point assignment ranges.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See uploaded HEDI Chart to describe how the principal will earn each of the four rating categories.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded HEDI Chart to describe how the principal will earn each of the four rating categories.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded HEDI Chart to describe how the principal will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See uploaded HEDI Chart to describe how the principal will earn each of the four rating categories.

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

assets/survey-uploads/12156/1041218-lha0DogRNw/7-3 chart.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

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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.

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA and Math)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA and Math)

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.	An average of the students' Measure of Academic Progress Value-Added scores on ELA and Math MAP Assessments will be used for all Principals 5-12 resulting in a growth score. The NWEA MAP Assessment VARC Conversion Charts have been uploaded to demonstrate how the value added score that will be generated by NWEA will result in a growth score + or - from zero as an indicator of a year's worth of growth. The HEDI bands for a 20 point and a 15 point conversion are shown in two separate charts. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band. Each principal will receive a score based upon the performance of the building to which he/she is assigned.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than 0.9
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than -0.9 and less than or equal to 0.9

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

Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than -2.1 and less than or equal to -0.9

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

Principals will need to have an average growth score on the Measures of Academic Progress assessment that is less than or equal to -2.1

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

(No response)

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

assets/survey-uploads/12190/1041219-qBFVOWF7fC/8-1 Upload (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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II,

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K -4	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades, ELA and Math)

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.	An average of the students' Measure of Academic Progress Value-Added scores on ELA and Math MAP Assessments will be used for all Principals K-4 resulting in a growth score. The NWEA MAP Assessment VARC Conversion Charts have been uploaded to demonstrate how the value added score that will be generated by NWEA will result in a growth score + or - from zero as an indicator of a year's worth of growth. The HEDI bands for a 20 point conversion are shown in two separate charts. Points will be assigned based on the difference in the growth score provided by Measures of Academic progress and one year of growth (0), which is placed in the Effective band. Each principal will receive a score based upon the performance of the building to which he/she is assigned.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than 0.9
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than -0.9 and less than or equal to 0.9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than -2.1 and less than or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is less than or equal to -2.1

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

(No response)

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

assets/survey-uploads/12190/1041219-T8MIGWUVm1/8-2 Upload (1).docx

8.3) Locally Developed Controls

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

none

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. (No response)

8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. (No response)

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 15, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will be assigned a HEDI score from 0 to 60 based on visits using the MPPR. In order to determine this score (0 to 60), the principal will receive a score of 1-4 for each dimension within the rubric. The score for each dimension will be based on the totality of the evidence gathered over multiple visits.

The scores from all dimensions within each domain will be averaged to determine a Domain score out of 1-4. Once all Domains are scored they will be weighted resulting in an Overall Rubric Score out of 1-4. The final overall weighted rubric average will then be converted to a 0-60 HEDI score using the uploaded conversion chart in Task 9.7.

Standard rounding rules will apply to the final 0-60 other measures score. Rounding will not permit a principal's score to move from one HEDI rating category to another.

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

[assets/survey-uploads/12205/1041220-pMADJ4gk6R/Pawling Principal Conversion Chart 8 15 14.xls](#)

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.	Principals earn an overall rubric score between 59 and 60. The score corresponds to an average rubric score between 3.6-4. The calculation process is described above and illustrated on the attached chart.
Effective: Overall performance and results meet standards.	Principals earn an overall rubric score between 57 and 58. The score corresponds to an average rubric score between 2.7 and 3.5. The calculation process is described above and illustrated on the attached chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals earn an overall rubric score between 50 and 56. The score corresponds to an average rubric score between 1.7 and 2.6. The

calculation process is described above and illustrated on the attached chart.

Ineffective: Overall performance and results do not meet standards.

Principals earn an overall rubric score between 0 and 49. The score corresponds to an average rubric score between 1 and 1.6. The calculation process is described above and illustrated on the attached chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Friday, August 15, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59 - 60
Effective	57-58
Developing	50-56
Ineffective	0 - 49

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

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

Overall
 Composite Score

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

Effective
 10-21
 8-13
 75-90

Developing
 3-9
 3-7
 65-74

Ineffective
 0-2
 0-2
 0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, August 14, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/260416-Df0w3Xx5v6/PIP_1.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:

The Evaluation Appeals Procedure (See Commissioners's Regulation 30-2.6 and 30-2.11):

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

1. In the event a Principal has a concern with any feedback provided, he/she will schedule a meeting with the Superintendent within five (5) business days of receiving the written feedback.

2. A principal may only file an appeal if his/her overall composite score is within the developing or ineffective range.

3. Any written appeal, including appeals based on a principal's improvement plan, must be filed within five (5) working days of receiving the composite score/rating or the principal improvement plan.

4. The Superintendent shall meet with the Principal within ten (10) days of receiving the appeal to determine if the issue can be informally resolved. The principal may bring one other member of the Principal's administrative unit to this meeting.

5. If the appeal cannot be resolved, it will be referred to an appeal committee consisting of the Assistant Superintendent for Instruction, a member of the Pawling Administrators Association selected by that organization and one person jointly selected by the PAA and the Superintendent. The jointly selected member must be a sitting Superintendent in a Dutchess County School District. The appeals committee will review the paperwork submitted on the appeal and render a decision to the Superintendent within thirty (30) days of the day the appeal was filed. The appeals committee will reach a decision by unanimous vote. If the vote is to uphold the appeal, the decision of the evaluator of record is overturned and the committee will order an adjustment to the Principal's composite score. If the vote is to deny the appeal, the decision of the evaluator stands. If a unanimous vote is not reached, the appeals group shall summarize the opposing viewpoints in writing and submit the document to the appellant, the PAA President and the Superintendent. Each of the three potential determinations shall be forwarded to the Superintendent within 10 days of the decision of the appeals committee.

6. If a unanimous vote is not reached, the Superintendent reviews the appeal groups findings and follows with a decision within ten days of receipt of the committee's submission.

7. If the Superintendent upholds the appeal, the District will take steps to revise the composite score accordingly. The decision of the Superintendent is final and binding.

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

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

The district will certify and recertify lead evaluators annually as qualified to conduct principal evaluations under 3012-c.

The district will provide training to evaluators and lead evaluators through the Dutchess BOCES RTTT Evaluator Training program which will include a minimum of 20 hours of training in the required components of section 30-2.9 of the Commissioner's Regulations. These components include NYS Teaching and Leadership Standards, Evidence-Based Observation Techniques, Application and Use of Student Growth and Value-Added Models, Application and Use of State Approved Rubrics, Application and Use of Assessment Tools Used, Application and Use of State-Approved Locally Developed Measures of Student Achievement, Use of the Statewide Instructional Reporting System, The Scoring Methodology Used by the Department and/or our District, Specific Considerations in Evaluating Principals of ELL and SWD and Work Toward Inter-Rater Reliability.

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the Dutchess BOCES RTTT Evaluator Training program in maintaining inter-rater reliability 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, April 30, 2013

Updated Friday, August 22, 2014

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12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/1041223-3Uqgn5g9Iu/District Certification 8-21-14.pdf](assets/survey-uploads/12158/1041223-3Uqgn5g9Iu/District%20Certification%208-21-14.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

PAWLING CENTRAL SCHOOL DISTRICT HEDI BANDS

K-2 ELA

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-63	62-61	60-59	58-57	56-55	54-53	52-51	50-49	48-47	46-45	44-43	42-41	40-39	38-37	36-35	34-33	32-31	30-29	28-27	26-25	24-0

K-2 MATH

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-55	54-53	52-51	50-49	48-47	46-45	44-43	42-41	40-39	38-37	36-35	34-0

3RD GRADE ELA

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
60-100	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-42	41-40	39-38	37-36	35-34	33-32	31-30	29-28	27-26	25-24	23-22	21-0

3RD GRADE MATH

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
190-53	52-51	50-49	48-47	46-45	44-43	42-41	40-39	38-37	36-35	34-33	32-31	30-29	28-27	26-25	24-23	22-21	20-19	18-17	16-15	14-0

6TH-7TH GRADE SCIENCE

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-83	82-80	79-78	77-75	74-72	71-69	68-66	65-63	62	61	60	59-57	56-54	53-51	50	49	48	47	46	45-0

8TH GRADE SCIENCE

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-94	93-92	91-90	89-86	85-82	81-78	77-74	73-70	69-66	65-62	61	60	59-57	56-54	53-51	50	49	48	47	46	45-0

6TH-8TH GRADE SOCIAL STUDIES

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-83	82-80	79-78	77-75	74-72	71-69	68-66	65-63	62	61	60	59-57	56-54	53-51	50	49	48	47	46	45-0

9TH-12TH GRADE

GLOBAL HISTORY AND GEOGRAPHY I and II

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-53	52-49	48-47	46-45	44-43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-14	13-0

UNITED STATES HISTORY AND GOVERNMENT

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-57	56-53	52-49	48-47	45-46	44	43	42	41	40	39	38	37	36-34	33-31	30-28	27-25	24-22	21-19	18-16	15-0

PHYSICAL SETTING/EARTH SCIENCE

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-53	52-49	48-45	44	43	42	41	40	39	38	37	36	35-33	32-30	29-28	27-24	23-21	20-19	18-16	15-13	12-0

PHYSICS

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-57	56-52	51-47	46-45	44-43	42	41	40	39	38	37-36	35-34	33-30	29-25	24-22	21-20	19-18	17-16	15-14	13-12	11-0

LIVING ENVIRONMENT

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-55	54-51	50-47	46-45	44-43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-15	14-0

CHEMISTRY

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-47	46	45	44	43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-15	14-0

GEOMETRY

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-47	46	45	44	43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-15	14-0

ALGEBRA I

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-61	60-51	50-45	44	43	42	41	40	39	38	37	36	35	34 - 31	30 - 27	26 - 23	22 - 19	18 - 15	14 - 11	10 - 7	6-0

ALGEBRA 2/TRIGONOMETRY

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-48	47-46	45-44	43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-14	13-12	11-0

11TH GRADE ENGLISH (Including 9th and 10th GRADE ENGLISH)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-55	54-51	50-47	46-45	44-43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-14	13-0

SCHOOL-WIDE HEDI BAND BASED ON THE 4TH GRADE NYS ELA (OTHER COURSES K-4)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-63	62-61	60-59	58-57	56-55	54-53	52-51	50-49	48-47	46-45	44-43	42-41	40-39	38-37	36-35	34-33	32-31	30-29	28-27	26-25	24-0

SCHOOL-WIDE HEDI BAND BASED ON THE 8TH GRADE NYS ELA (OTHER COURSES 5-8)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-55	54	53-52	51-50	49-48	47-46	45-44	43	42-41	40-39	38-37	36-35	34	33	32	31	30	29	28	27	26-0

SCHOOL-WIDE HEDI BAND BASED ON THE 11TH GRADE ENGLISH (OTHER COURSES 9-12)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-55	54-51	50-47	46-45	44-43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-14	13-0

NYSESLAT K-12

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-53	52-49	48-47	46-45	44-43	42-41	40	39	38	37	36	35	34	33-32	31-29	28-26	25-23	22-20	19-17	16-14	13-0

NWEA MAP Assessment VARC Conversion Charts

Teachers will receive points based on a difference in their growth score as compared to one year of growth

The chart below is a 20 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 – -2.1 1 point: -2.5 – -2.3 0 points: <-2.5	8 points: -1.0 – -0.9 7 points: -1.2 – -1.1 6 points: -1.4 – -1.3 5 points: -1.6 – -1.5 4 points: -1.8 – -1.7 3 points: -2.0 – -1.9	17 points: 0.6 – 0.9 16 points: 0.2 – 0.5 15 points: 0 – 0.1 14 points: -0.2 – -0.1 13 points: -0.4 – -0.3 12 points: -0.5 11 points: -0.6 10 points: -0.7 9 points: -0.8	20 points: >1.3 19 points: 1.2 – 1.3 18 points: 1.0 – 1.1

The chart below is a 15 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 – -2.1 1 point: -2.5 – -2.3 0 points: < -2.5	7 points: -1.2 – -0.9 6 points: -1.4 – -1.3 5 points: -1.6 – -1.5 4 points: -1.8 – -1.7 3 points: -2.0 – -1.9	13 points: 0.1– 0.9 12 points: -0.1 – 0.0 11 points: -0.3 – -0.2 10 points: -0.5 – -0.4 9 points: -0.7 – -0.6 8 points: -0.8	15 points: >1.3 14 points: 1.0 – 1.3

NWEA MAP Assessment VARC Conversion Charts

Teachers will receive points based on a difference in their growth score as compared to one year of growth

The chart below is a 20 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 – -2.1 1 point: -2.5 – -2.3 0 points: <-2.5	8 points: -1.0 – -0.9 7 points: -1.2 – -1.1 6 points: -1.4 – -1.3 5 points: -1.6 – -1.5 4 points: -1.8 – -1.7 3 points: -2.0 – -1.9	17 points: 0.6 – 0.9 16 points: 0.2 – 0.5 15 points: 0 – 0.1 14 points: -0.2 – -0.1 13 points: -0.4 – -0.3 12 points: -0.5 11 points: -0.6 10 points: -0.7 9 points: -0.8	20 points: >1.3 19 points: 1.2 – 1.3 18 points: 1.0 – 1.1



Annual Professional Performance Review Teacher Improvement Plan

Description:

This component of the Annual Professional Performance Review plan is to provide specific assistance for teachers whose performance does not meet the Pawling Central School District standards.

Teacher Improvement Plans (TIP's) are intended to help a teacher with professional performance and are not intended to be disciplinary in nature. In the TIP, the District proposes how it will help the teacher. TIP's are a collaborative effort between teacher and administrator demonstrating a level of mutual trust.

The Teacher Improvement Plan shall include, but not be limited to; scheduling of ongoing observations, ongoing professional dialogues and providing suggestions. A TIP is part of the evaluative process and all teachers are entitled to the PCT representative of choice throughout the process.

Criteria for Evaluation

- *Content Knowledge*
- *Pedagogical Preparation*
- *Instructional Delivery*
- *Classroom Management*
- *Knowledge of Student Development*
- *Student Assessment*
- *Collaborative Relationship*
- *Reflective and Responsive Practice*

Timeline/Procedures

1. *Within 10 days of the start of the school year, the teacher will be notified through the yearly summative rubric/APPR of specific well-defined reasons for needing a Teacher Improvement Plan for the ensuing year. At this time, the teacher and administrator will discuss and complete Section I on the attached form.*
2. *Within 10 days of the start of the school year, the teacher and administrator will collaboratively develop a Teacher Improvement Plan, completing Sections II and III. This plan will include a summary of the areas requiring support and how improvement will be addressed (see attached form) The evidence that will be used to measure progress will be clearly delineated*
3. *Within 10 days of the start of the school year, the agreed upon Teacher Improvement Plan will be finalized and signed.*
4. *On or before February 15th of the ensuing school year, the mid-year conference will be held to review and discuss progress, competing Section IV*
5. *On or before April 30th, the end of year conference will be held citing evidence of objectives met from Sections I, II and III.*

Possible Resources:

- *Professional journals*
- *Research materials*
- *Courses*
- *Out of district observations*
- *Learning communities*
- *Mentors*
- *Websites*
- *Superintendent's Conference Days*
- *Resource Centers*
- *Administrators*
- *Other teachers*



Pawling Central School District

Small Size ~ Diverse Opportunities

Annual Professional Performance Review Teacher Improvement Plan

Finalized Written Plan: Within 10 days of the start of the school year. - Complete I, II and III at this time.

Mid-Year TIP Conference: On or before February 15th - Complete IV at this time.

End of the Year Conference: On or before April 30th - Complete V at this time

Name of Teacher _____

Position/Program _____

Name of Administrator _____

I. Area(s) requiring focused support as evidenced in summative rubric

II. Specific objectives for improvement

**III. Plan for improvement
(Activities and timeline; including teacher's and administrators specific responsibilities)**

Teacher's signature _____ **Date** _____

Administrator's signature _____ **Date** _____

Comments:

IV. Mid-year TIP Conference Summary with an indication of progress

Teacher's signature _____ **Date** _____

Administrator's signature _____ **Date** _____

Comments:

V. End of the Year Conference summary citing evidence from Sections I, II, III

___ Objectives of the Teacher Improvement Plan have been met

___ Objectives of the Teacher Improvement Plan have not been met

Teacher's signature _____ **Date** _____

Administrator's signature _____ **Date** _____

Teacher Comments: (optional)

Teacher's Initials _____ **Date** _____

Administrator's Initials _____ **Date** _____

(Signifies the reading/review of teacher's comments)

K-4 Principal

3RD GRADE ELA

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
54-100	52-53	50-51	48-49	46-47	44-45	42-43	40-41	38-39	36-37	34-35	32-33	30-31	28-29	26-27	24-25	22-23	20-21	18-19	16-17	15-0

3RD GRADE MATH

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
47-100	45-46	43-44	41-42	39-40	37-38	35-36	33-34	31-32	29-30	27-28	25-26	23-24	21-22	19-20	17-18	15-16	13-14	11-12	9-10	8-0

NWEA MAP Assessment VARC Conversion Charts

Principals will receive points based on a difference in their growth score as compared to one year of growth

The chart below is a 20 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 – -2.1 1 point: -2.5 – -2.3 0 points: <-2.5	8 points: -1.0 – -0.9 7 points: -1.2 – -1.1 6 points: -1.4 – -1.3 5 points: -1.6 – -1.5 4 points: -1.8 – -1.7 3 points: -2.0 – -1.9	17 points: 0.6 – 0.9 16 points: 0.2 – 0.5 15 points: 0 – 0.1 14 points: -0.2 – -0.1 13 points: -0.4 – -0.3 12 points: -0.5 11 points: -0.6 10 points: -0.7 9 points: -0.8	20 points: >1.3 19 points: 1.2 – 1.3 18 points: 1.0 – 1.1

The chart below is a 15 point conversion to be used after value added is implemented.

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 – -2.1 1 point: -2.5 – -2.3 0 points: < -2.5	7 points: -1.2 – -0.9 6 points: -1.4 – -1.3 5 points: -1.6 – -1.5 4 points: -1.8 – -1.7 3 points: -2.0 – -1.9	13 points: 0.1– 0.9 12 points: -0.1 – 0.0 11 points: -0.3 – -0.2 10 points: -0.5 – -0.4 9 points: -0.7 – -0.6 8 points: -0.8	15 points: >1.3 14 points: 1.0 – 1.3

NWEA MAP Assessment VARC Conversion Charts

Principals will receive points based on a difference in their growth score as compared to one year of growth

The chart below is a 20 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 – -2.1 1 point: -2.5 – -2.3 0 points: <-2.5	8 points: -1.0 – -0.9 7 points: -1.2 – -1.1 6 points: -1.4 – -1.3 5 points: -1.6 – -1.5 4 points: -1.8 – -1.7 3 points: -2.0 – -1.9	17 points: 0.6 – 0.9 16 points: 0.2 – 0.5 15 points: 0 – 0.1 14 points: -0.2 – -0.1 13 points: -0.4 – -0.3 12 points: -0.5 11 points: -0.6 10 points: -0.7 9 points: -0.8	20 points: >1.3 19 points: 1.2 – 1-3 18 points: 1.0 –1.1

PRINCIPAL Rubric Conversion to 60 Point Scale

Directions:

1. Enter the principal's scores in the eighteen orange blocks in Column 3. 4= Highly Effective, 3= Effective, etc
2. Read the calculated rubric score in the purple block (bottom of column 6)
3. Find the matching rubric score in column 8
4. Slide to the right: column 9 gives you the 60 pt score.

	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9
	Relative Value of Each Domain	Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Principal a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I) These values are examples.	Weighted Subdomain Scores	Total Domain Score	Weighted Total Domain Score and Compute Total	Negotiated HEDI Bands	Negotiated Conversion Chart	
								Average Rubric Score	Pawling Conversion Score
Domain 1: Shared Vision of learning	13.0%						H=59-60		
A. Culture		0.5000	3	1.5			E=57-58.9	1	0.0
B. Sustainability		0.5000	3	1.5			D=50-56.9	1.1	8.3
		1.0000			3.0	0.4	I=0-49.9	1.2	16.6
Domain 2: School Culture and Instructional Program	33.0%							1.3	24.9
A. Culture		0.2000	4	0.8				1.4	33.3
B. Instructional Program		0.2000	4	0.8				1.5	41.6
C. Capacity Building		0.2000	4	0.8				1.6	49.9
D. Sustainability		0.2000	4	0.8				1.7	50.0
E. Strategic Planning Process		0.2000	4	0.8				1.8	50.8
		1.0000			4.0	1.3		1.9	51.5
Domain 3: Safe, Efficient, Effective Learning Environment	17.0%							2	52.3
A. Capacity Building		0.2500	4	1				2.1	53.1
B. Culture		0.2500	4	1				2.2	53.8
C. Sustainability		0.2500	3	0.75				2.3	54.6
D. Instructional Program		0.2500	3	0.75				2.4	55.4
		1.0000			3.5	0.6		2.5	56.1
Domain 4: Community	10.0%							2.6	56.9
A. Strategic Planning		0.3333	3	0.99999				2.7	57.0
B. Culture		0.3333	3	0.99999				2.8	57.2
C. Sustainability		0.3333	3	0.99999				2.9	57.5
		1.0000			3.0	0.3		3	57.7
Domain 5: Integrity, fairness, Ethics	20.0%							3.1	58.0
A. Sustainability		0.5000	4	2				3.2	58.2
B. Culture		0.5000	4	2				3.3	58.4
		1.0000			4.0	0.8		3.4	58.7
Domain 6: Political, Social, Economic, Legal and Cultural Context	7.0%							3.5	58.9
A. Sustainability		0.5000	3	1.5				3.6	59.0
B. Culture		0.5000	3	1.5				3.7	59.3
		1.0000			3.0	0.2		3.8	59.5
Other*	0.0%							3.9	59.8
Total	100.0%					Evaluation Score	3.6	4	60.0

Pawling Central School District
Administrator/Supervisor
Improvement Plan

Name:

Date:

Superintendent/Assistant Superintendent:

Rationale for *Administrator/Supervisor* Improvement Plan:

Areas in Need of Improvement:

Supports to be provided include:

Progress will be monitored in the following manner(s):

- By observations on the following dates:
- Meetings to review improvement goals
- Review of assessment tools and student work
- Other

Timeline:

Next Meeting:

Signatures:

Administrator/Supervisor

Date

Unit Representative

Date

Superintendent

Date

Assistant Superintendent

Date

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

William M. Ward 8-21-14

Teachers Union President Signature: Date:

Karen Arnhold Galanga 8-21-14

Administrative Union President Signature: Date:

Alle Spitz 8/21/14

Board of Education President Signature: Date:

Coleen Snow 8-21-14