



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

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Commissioner of Education  
President of the University of the State of New York  
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Albany, New York 12234

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May 1, 2013

Linda L. Kaumeyer, Superintendent  
Pine Plains Central School District  
2829 Church Street  
Pine Plains, NY 12567

Dear Superintendent Kaumeyer:

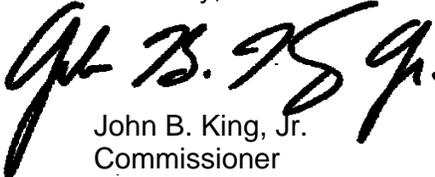
Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information 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

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

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, May 10, 2012

Updated Sunday, April 28, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 131301040000

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

131301040000

#### 1.2) School District Name: PINE PLAINS CSD

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

PINE PLAINS CSD

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

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

Not applicable

#### 1.4) Award Classification

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

- 
- Virtual AP Incentive Program (NYSED)
-

## 1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Multi-year, please specify the years:: 2012-13 and 2013-14

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

Created Wednesday, May 23, 2012

Updated Monday, April 29, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades - ELA)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades - ELA)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades - ELA)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Teachers, in collaboration with the principal, using prior academic history or pre-assessment baseline data, will establish
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.

Grades K-2 ELA - The district will develop student learning objectives, as comparable growth measures for Grades K-2 ELA teachers, because a growth measure will not be provided by the State. The expectation for the level of performance required for each HEDI category will be based upon the amount of growth that might be expected of the students belonging to each teacher of record based upon their grade, subject and starting RIT score. Conditional Growth Index (CGI) scores are expressed in standard deviation units, or z-scores, comparing the initial benchmark assessment to the final benchmark assessment administered in the spring. For Grades K-2, the district will use the CGI based upon the Measures of Academic Progress Assessment to calculate teacher level effectiveness ratings.

Grade 3 ELA - A student learning objective will be developed for Grade 3 based upon pre-assessment baseline data, using the State ELA assessment as the post test. Each Grade 3 teacher of record will receive a growth score based upon the percentage of his or her students that meet their respective growth targets.

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

See the attached tables in sections 2.11 (Grades K-2) and 2.11.1 (Grade 3)

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

See the attached tables in sections 2.11 (Grades K-2) and 2.11.1 (Grade 3)

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

See the attached tables in sections 2.11 (Grades K-2) and 2.11.1 (Grade 3)

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

See the attached tables in sections 2.11 (Grades K-2) and 2.11.1 (Grade 3)

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades - Math)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades - Math)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades - Math)

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with the principal, using prior academic history or pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.
	Grades K-2 Math - The district will develop student learning objectives, as comparable growth measures for Grades K-2 Math teachers, because a growth measure will not be provided by the State. The expectation for the level of performance required for each HEDI category will be based upon the amount of growth that might be expected of the students belonging to each teacher of record based upon their grade, subject and starting RIT score. Conditional Growth Index (CGI) scores are expressed in standard deviation units, or z-scores, comparing the initial benchmark assessment to the final benchmark assessment administered in the spring. For Grades K-2, the district will use the CGI based upon the Measures of Academic Progress Assessment to calculate teacher level effectiveness ratings.
	Grade 3 Math- A student learning objective will be developed for Grade 3 based upon pre-assessment data, using the State ELA assessment as the post test. Each Grade 3 teacher of record will receive a growth score based upon the percentage of his or her students that meet their growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See the attached tables in sections 2.11 (Grades K-2) and 2.11.1 (Grade 3)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See the attached tables in sections 2.11 (Grades K-2) and 2.11.1 (Grade 3)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See the attached tables in sections 2.11 (Grades K-2) and 2.11.1 (Grade 3)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See the attached tables in sections 2.11 (Grades K-2) and 2.11.1 (Grade 3)

## 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	Pine Plains CSD-developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Pine Plains 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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers, in collaboration with the principal, using prior academic history or pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.</p> <p>Grades 6-7 Science - The district will develop student learning objectives, as comparable growth measures for Grades 6-7 Science teachers, because a growth measure will not be provided by the State. The district-developed assessment will be rigorous and comparable across classrooms and grade levels. The expectation for the level of performance required for each HEDI category will be based upon the percentage of students belonging to a teacher of record who have met their growth targets by comparing the fall benchmark assessment to the final benchmark assessment administered in the spring.</p> <p>Grade 8 Science-A similar student learning objective will be developed for Grade 8 with a district-developed assessment as the pre test and the State Science assessment as the post test, with points allocated based upon the percentage of students belonging to the teacher of record who meet their growth targets.</p>
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<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>See the attached table at section 2.11.1</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See the attached table at section 2.11.1</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See the attached table at section 2.11.1</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>See the attached table at section 2.11.1</p>

## 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	Pine Plains CSD developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Pine Plains CSD developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Pine Plains CSD developed 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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at</p>	<p>Teachers, in collaboration with the principal, using prior academic history or pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of</p>
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2.11, below.	students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.
	Grades 6-7-8 Social Studies - The district will develop student learning objectives, as comparable growth measures for Grades 6, 7 and 8 Social Studies teachers, because a growth measure will not be provided by the State. The district-developed assessment will be rigorous and comparable across classrooms and grade levels. The expectation for the level of performance required for each HEDI category will be based upon the percentage of students belonging to a teacher of record who have met their growth targets by comparing the fall benchmark assessment to the final benchmark assessment administered in the spring.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See the attached table at section 2.11.1
Effective (9 - 17 points) Results meet District goals for similar students.	See the attached table at section 2.11.1
Developing (3 - 8 points) Results are below District goals for similar students.	See the attached table at section 2.11.1
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the attached table at section 2.11.1

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Pine Plains CSD developed Global 1 Assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.
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Global 1- The district will develop student learning objectives, as comparable growth measures for the Global 1 teachers, because a growth measure will not be provided by the State. The district-developed assessment will be rigorous and comparable across classrooms and grade levels. The expectation for the level of performance required for each HEDI category will be based upon the percentage of students belonging to a teacher of record who have met their growth targets by comparing the fall benchmark assessment to the final benchmark assessment administered in the spring.

Global 2 and American History-Student learning objectives will be developed for teachers of High School Social Studies Regents courses with the State assessment as the post test. The HEDI categories will be based upon the percentage of students belonging to each teacher of record who meet their growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. See the table at section 2.11.1

Effective (9 - 17 points) Results meet District goals for similar students. See the table at section 2.11.1

Developing (3 - 8 points) Results are below District goals for similar students. See the table at section 2.11.1

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See the table at section 2.11.1

## 2.7) High School Science Regents Courses

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

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

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

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

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

Teachers, in collaboration with the principal, using prior academic history or pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.

Student learning objectives will be developed for High School Science Regents courses with the State assessment as the post test. The HEDI categories will be based upon the percentage of students belonging to each teacher of record who meet their growth targets.

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

See the table at section 2.11.1

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

See the table at section 2.11.1

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

See the table at section 2.11.1

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

See the table at section 2.11.1

## 2.8) High School Math Regents Courses

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

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

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

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

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

Teachers, in collaboration with the principal, using prior academic history or pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.

Student learning objectives will be developed for teachers of High School Mathematics Regents courses with the State assessment as the post test. The HEDI categories will be based upon the percentage of students belonging to each teacher of record who meet their growth targets.

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

See the table at section 2.11.1

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

See the table at section 2.11.1

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

See the table at section 2.11.1

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

See the table at section 2.11.1

## 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	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 10 ELA	District, regional or BOCES-developed assessment	Pine Plains CSD developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Grade 11 English Regents Assessment

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

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

Teachers, in collaboration with the principal, using prior academic history or pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.

Grade 9 ELA - For Grade 9 ELA, the locally selected measure of student growth will be determined by calculating the points awarded for the percentage of students maintaining and increasing RIT scale growth on the Measures of Academic Progress ELA assessment, with a maximum score of 20. See Table 2.11.1.

Grade 10 ELA-For Grade 10 ELA teachers of record, the district-developed assessment will be rigorous and comparable across classrooms. The expectation for the level of performance required for each HEDI category will be based upon the percentage of students who have met their growth targets by comparing the fall benchmark assessment to the final benchmark assessment administered in the spring.

Grade 11 ELA -A student learning objective will be developed for teachers of Grade 11 ELA Regents courses with the State assessment as the post test. The HEDI categories will be based upon the percentage of students belonging to each teacher of record who meet their growth targets.

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

See the table at section 2.11.1

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

See the table at section 2.11.1



final benchmark assessment administered in the spring. For Grades K-2, the district will use the CGI based upon the Measures of Academic Progress Assessment to calculate teacher level effectiveness ratings. See Table 2.11.

Special Education 3-5 -The teacher, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. A student learning objective will be developed for teachers of special education students in self-contained classrooms with the State assessment as the post test. The HEDI categories will be based upon the percentage of students belonging to each teacher of record who meet their growth targets. See table 2.11.1.

Special Education 6-8 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the building-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. A student learning objective will be developed for teachers of special education students in self-contained classrooms with the State assessment as the post test. The HEDI categories will be based upon the percentage of students belonging to each teacher of record who meet their growth targets. See table 2.11.1.

ESL K - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. A student learning objective will be developed for teachers of ESL students with the State assessment as the post test.

ESL 1-2 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. A student learning objective will be developed for teachers of ESL students with the State assessment as the post test.

ESL 3-4 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. A student learning objective will be developed for teachers of ESL students with the State assessment as the post test.

ESL 5-6 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI

score will be determined, using the applicable uploaded conversion chart. A student learning objective will be developed for teachers of ESL students with the State assessment as the post test.

ESL 7-8 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. A student learning objective will be developed for teachers of ESL students with the State assessment as the post test.

ESL 9-12 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. A student learning objective will be developed for teachers of ESL students with the State assessment as the post test.

All other courses - Teachers, in collaboration with the principal, using prior academic history or pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For teachers of record, the district-developed assessment will be course-specific, rigorous and comparable across classrooms. The expectation for the level of performance required for each HEDI category will be based upon the percentage of students who have met their growth targets by comparing the fall benchmark assessment to the final benchmark assessment administered in the spring.

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

See the tables at sections 2.11 and 2.11.1

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

See the tables at sections 2.11 and 2.11.1

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

See the tables at sections 2.11 and 2.11.1

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

See the tables at sections 2.11 and 2.11.1

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.

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## 2.12) Locally Developed Controls

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

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

No controls.

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

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2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

### 3. Local Measures (Teachers)

Created Wednesday, May 23, 2012

Updated Monday, April 29, 2013

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
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 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>Grades 4 and 5 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-15 HEDI score will be determined, using the applicable uploaded conversion chart. For teachers in grades 4 and 5, effectiveness ratings will be generated based upon the amount of growth that might be expected of the students belonging to each teacher of record based upon their grade, subject and starting RIT score. Conditional Growth Index (CGI) scores are expressed in standard deviation units, or z-scores, comparing the initial benchmark assessment to the final benchmark assessment administered in the spring. The district will use the CGI based upon the Measures of Academic Progress ELA Assessment to calculate teacher effectiveness ratings, based upon the growth of the students belonging to each teacher of record.</p>
	<p>Grades 6, 7 and 8 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-15 HEDI score will be determined, using the applicable uploaded conversion chart. For teachers in grades 6, 7 and 8, the expectation for the level of performance required for each HEDI category will be based upon the building aggregate percentage of students who have met their growth targets by comparing scores from the fall Measures of Academic Progress test administration to those from the final Measures of Academic Progress test administered in the spring.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the tables at sections 3.3 (for Grades 4 and 5) and 3.3.1 (for Grades 6-8)</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the tables at sections 3.3 (for Grades 4 and 5) and 3.3.1 (for Grades 6-8)</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the tables at sections 3.3 (for Grades 4 and 5) and 3.3.1 (for Grades 6-8)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the tables at sections 3.3 (for Grades 4 and 5) and 3.3.1 (for Grades 6-8)</p>

### 3.2) Grades 4-8 Math

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

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

<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>Grades 4 and 5 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-15 HEDI score will be determined, using the applicable uploaded conversion chart. For teachers in grades 4 and 5, effectiveness ratings will be generated based upon the amount of growth that might be expected of the students belonging to each teacher of record based upon their grade, subject and starting RIT score. Conditional Growth Index (CGI) scores are expressed in standard deviation units, or z-scores, comparing the initial benchmark assessment to the final benchmark assessment administered in the spring. The district will use the CGI based upon the Measures of Academic Progress Math Assessment to calculate teacher effectiveness ratings, based upon the growth of the students belonging to each teacher of record.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades 6, 7 and 8 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-15 HEDI score will be determined, using the applicable uploaded conversion chart. For teachers in grades 6, 7 and 8, the expectation for the level of performance required for each HEDI category will be based upon the building aggregate percentage of students who have met their growth targets by comparing scores from the fall Measures of Academic Progress test administration to those from the final Measures of Academic Progress test administered in the spring.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the tables at sections 3.3 (for Grades 4 and 5) and 3.3.1 (for Grades 6-8)</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>See the tables at sections 3.3 (for Grades 4 and 5) and 3.3.1 (for Grades 6-8)</p>

grade/subject.

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

See the tables at sections 3.3 (for Grades 4 and 5) and 3.3.1 (for Grades 6-8)

### 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.

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

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

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

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

Measures based on:

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

assessment that is rigorous and comparable across classrooms

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	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.*

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.

Grades K-2 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For teachers in grades K, 1 and 2, the expectation for the level of performance required for each HEDI category will be based upon the building aggregate percentage of students who have demonstrated growth by comparing scores from the fall Measures of Academic Progress test administration to those from the final Measures of Academic Progress test administered in the spring.

Grade 3- Teachers, in collaboration with the principal, using prior academic history or pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For teachers in grade 3, effectiveness ratings will be generated based upon the amount of growth that might be expected of the students belonging to each teacher of record based upon their grade, subject and starting RIT score. Conditional Growth Index (CGI) scores are expressed in standard deviation units, or z-scores, comparing the initial benchmark assessment to the final benchmark assessment administered in the spring. The district will use the CGI based upon the Measures of Academic Progress Assessment to calculate teacher effectiveness ratings, based upon the growth of the students belonging to each teacher of record.

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

See the tables at sections 3.13 (for Grade 3) and 3.13.1 (for Grades K-2)

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

See the tables at sections 3.13 (for Grade 3) and 3.13.1 (for Grades K-2)

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

See the tables at sections 3.13 (for Grade 3) and 3.13.1 (for Grades K-2)

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

See the tables at sections 3.13 (for Grade 3) and 3.13.1 (for Grades K-2)

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	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.

<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>Grades K-2 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For teachers in grades K, 1 and 2, the expectation for the level of performance required for each HEDI category will be based upon the building aggregate percentage of students who have demonstrated growth by comparing scores from the fall Measures of Academic Progress test administration to those from the final Measures of Academic Progress test administered in the spring.</p>
	<p>Grade 3- Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish individual growth targets. Based on the overall percentage of students who meet or exceed the individual growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.</p> <p>For teachers in grade 3, effectiveness ratings will be generated based upon the amount of growth that might be expected of the students belonging to each teacher of record based upon their grade, subject and starting RIT score. Conditional Growth Index (CGI) scores are expressed in standard deviation units, or z-scores, comparing the initial benchmark assessment to the final benchmark assessment administered in the spring. The district will use the CGI based upon the Measures of Academic Progress Assessment to calculate teacher effectiveness ratings, based upon the growth of the students belonging to each teacher of record.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the tables at sections 3.13 (for Grade 3) and 3.13.1 (for Grades K-2)</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the tables at sections 3.13 (for Grade 3) and 3.13.1 (for Grades K-2)</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the tables at sections 3.13 (for Grade 3) and 3.13.1 (for Grades K-2)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the tables at sections 3.13 (for Grade 3) and 3.13.1 (for Grades K-2)</p>

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and 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.	Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.  For teachers in Grades 6, 7 and 8 Science, the expectation for the level of performance required for each HEDI category will be based upon the building aggregate (meaning the cumulative scores of students in grades 6, 7 and 8) percentage of students who have demonstrated growth by comparing scores from the fall Measures of Academic Progress test administration to those from the final test administered in the spring. Where both the Measures of Academic Progress ELA and Math tests are used, the teacher scores based on the students' growth on each of the tests will be added together and then divided by two to yield the HEDI rating for each teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table at section 3.13.1
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table at section 3.13.1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table at section 3.13.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table at section 3.13.1

### 3.7) Grades 6-8 Social Studies

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

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

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.	Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.
	For teachers in Grades 6, 7 and 8 Social Studies, the expectation for the level of performance required for each HEDI category will be based upon the building aggregate (meaning the cumulative scores of students in grades 6, 7 and 8) percentage of students who have demonstrated growth by comparing scores from the fall Measures of Academic Progress test administration to those from the final test administered in the spring. Where both the Measures of Academic Progress ELA and Math tests are used, the teacher scores based on the students' growth on each of the tests will be added together and then divided by two to yield the HEDI rating for each teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table at section 3.13.1
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table at section 3.13.1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table at section 3.13.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table at section 3.13.1

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
Global 2	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
American History	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment

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

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

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

<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>Teachers, in collaboration with the principal, using pre-assessment baseline data, have established a building-wide achievement target. Based on the overall percentage of students who meet or exceed the building-wide achievement target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.</p> <p>The district has negotiated a school-wide achievement measure based upon the percentage of students who achieve a score of 65 or above on the NYS Comprehensive 11th Grade English Regents Examination. This measure of student achievement is premised upon a building-wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Locally developed controls for this specific achievement target are specified in Section 3.14 below.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
Earth Science	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
Chemistry	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
Physics	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment

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

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

<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>Teachers, in collaboration with the principal, using pre-assessment baseline data, have established a building-wide achievement target. Based on the overall percentage of students who meet or exceed the building-wide achievement target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.</p> <p>The district has negotiated a school-wide achievement measure based upon the percentage of students who achieve a score of 65 or above on the NYS Comprehensive 11th Grade English Regents Examination. This measure of student achievement is premised upon a building-wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Locally developed controls for this specific achievement target are specified in Section 3.14 below.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
Geometry	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment

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

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

<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>Teachers, in collaboration with the principal, using pre-assessment baseline data, have established a building-wide achievement target. Based on the overall percentage of students who meet or exceed the building-wide achievement target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.</p> <p>The district has negotiated a school-wide achievement measure based upon the percentage of students who achieve a score of 65 or above on the NYS Comprehensive 11th Grade English Regents Examination. This measure of student achievement is premised upon a building-wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Locally developed controls for this specific achievement target are specified in Section 3.14 below.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment

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

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

<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>Teachers, in collaboration with the principal, using pre-assessment baseline data, have established a building-wide achievement target. Based on the overall percentage of students who meet or exceed the building-wide achievement target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.</p> <p>The district has negotiated a school-wide achievement measure based upon the percentage of students who achieve a score of 65 or above on the NYS Comprehensive 11th Grade English Regents Examination. This measure of student achievement is premised upon a building-wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Locally developed controls for this specific achievement target are specified in Section 3.14 below.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table at section 3.13.2</p>

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Special Education K-2	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades)
Special Education 3-5	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
Special Education 6-8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
Special Education 9-12	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment

ESL K-2	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades)
ESL 3-5	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
ESL 6-8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
ESL 9-12	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment
All other high school courses	6(ii) School wide measure computed locally	NYS 11th Grade English Regents Assessment

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

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

<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>Special Education K-2- Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For the Special Education K-2 teacher, the HEDI ratings will be based upon the building aggregate (meaning the cumulative scores of students in grades K, 1 and 2) percentage of students who have demonstrated growth, by comparing scores from the fall Measures of Academic Progress test administration to those from the final test administered in the spring.</p>
	<p>Special Education 3-5 - Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For the Special Education 3-5 teacher, the HEDI ratings will be based upon the building aggregate (meaning the cumulative scores of students in grades 3, 4 and 5) percentage of students who have demonstrated growth in their respective buildings, by comparing scores from the fall Measures of Academic Progress test administration to those from the final test administered in the spring. Where both the Measures of Academic Progress ELA and Math tests are used, the teacher scores based on the students' growth on each of the tests will be totalled and then divided by two to yield the HEDI rating for each teacher.</p>
	<p>Special Education 6-8 - Teachers, in collaboration with the</p>

principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For the Special Education 6-8 teacher, the HEDI ratings will be based upon the building aggregate (meaning the cumulative scores of students in grades 6, 7 and 8) percentage of students who have demonstrated growth in their respective buildings, by comparing scores from the fall Measures of Academic Progress test administration to those from the final test administered in the spring. Where both the Measures of Academic Progress ELA and Math tests are used, the teacher scores based on the students' growth on each of the tests will be totalled and then divided by two to yield the HEDI rating for each teacher.

Special Education 9-12 -Teachers, in collaboration with the principal, using pre-assessment baseline data, have established a school-wide achievement target. Based on the overall percentage of students who meet or exceed the school-wide achievement target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For the Grade 12 Special Education teacher, the district has negotiated a school-wide achievement measure based upon the percentage of students who achieve a score of 65 or above on the NYS Comprehensive 11th Grade English Regents Examination. This measure of student achievement is premised upon a building-wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Locally developed controls for this specific achievement target for special education students are specified in Section 3.14 below.

ESL K-2-Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For ESL K-2 teachers, the HEDI ratings will be based upon the building aggregate (meaning the cumulative scores of students in grades 1 and 2) percentage of students who have demonstrated growth in their respective buildings, by comparing scores from the fall Measures of Academic Progress test administration to those from the final test administered in the spring. Where both the Measures of Academic Progress ELA and Math tests are used, the teacher scores based on the students' growth on each of the tests will be totalled and then divided by two to yield the HEDI rating for each teacher.

ESL 3-5-Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For ESL 3-5 teachers, the HEDI ratings will be based upon the building aggregate (meaning the cumulative scores of students in grades 3, 4 and 5) percentage of students who have demonstrated growth in their respective buildings, by comparing scores from the fall Measures of Academic Progress test administration to those from the final test administered in

the spring. Where both the Measures of Academic Progress ELA and Math tests are used, the teacher scores based on the students' growth on each of the tests will be totalled and then divided by two to yield the HEDI rating for each teacher.

ESL 6-8-Teachers, in collaboration with the principal, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart. For ESL 6-8 teachers, the HEDI ratings will be based upon the building aggregate (meaning the cumulative scores of students in grades 6, 7 and 8) percentage of students who have demonstrated growth in their respective buildings, by comparing scores from the fall Measures of Academic Progress test administration to those from the final test administered in the spring. Where both the Measures of Academic Progress ELA and Math tests are used, the teacher scores based on the students' growth on each of the tests will be totalled and then divided by two to yield the HEDI rating for each teacher.

ESL 9-12- Teachers, in collaboration with the principal, using pre-assessment baseline data, have established a school-wide achievement target. Based on the overall percentage of students who meet or exceed the school-wide achievement target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.

The district has negotiated a school-wide achievement measure based upon the percentage of students who achieve a score of 65 or above on the NYS Comprehensive 11th Grade English Regents Examination. This measure of student achievement is premised upon a building-wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Locally developed controls for this specific achievement target are specified in Section 3.14 below.

All other High School courses -Teachers, in collaboration with the principal, using pre-assessment baseline data, have established a school-wide achievement target. Based on the overall percentage of students who meet or exceed the school-wide achievement target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.

The district has negotiated a school-wide achievement measure based upon the percentage of students who achieve a score of 65 or above on the NYS Comprehensive 11th Grade English Regents Examination. This measure of student achievement is premised upon a building-wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Locally developed controls for this specific achievement target are specified in Section 3.14 below.

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

See the tables in sections 3.13.1 and 3.13.2

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

See the tables in sections 3.13.1 and 3.13.2

grade/subject.

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

See the tables in sections 3.13.1 and 3.13.2

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

See the tables in sections 3.13.1 and 3.13.2

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/132411-y92vNseFa4/Review Room PPCSD Section 3 Local 20 HEDI bands 4-26-13\_1.doc

### 3.14) Locally Developed Controls

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

Attendance: The district's student attendance rate has averaged 94%. District Policy 7110 (Comprehensive Student Attendance Policy) outlines attendance record keeping requirements, notice to students and parents, recognition strategies to encourage student attendance and a variety of interventions to remedy poor attendance.

The Pine Plains Central School District and the Pine Plains Federation of Educators agree that attendance is a significant factor that affects student achievement. Therefore, when student scores are calculated to determine a classroom teacher's Local 20 score, the individual scores of "chronically absent students" (as defined below) will be given an appropriately weighted value (as calculated in the formulas below) representative of the percentage of each student's attendance.

Attendance Formula 1: For individual and school-wide growth and achievement targets that do not involve the use of the Measures of Academic Progress Conditional Growth Index (CGI), the following methodology will be used to adjust teacher scores based upon daily class attendance as reported in SchoolTool by period for grades 6-12 and by days of attendance in grades K-5:

Students who have attended less than 80% of the student attendance days in grades K-5 or less than 80% of the scheduled classes in subjects taught in grades 6-12 are "chronically absent students" and will have their scores calculated as shown below:

- Students with 70-79% attendance will have their assessment grade weighted by a factor of 1.1.
- Students with 60-69% attendance will have their assessment grade weighted by a factor of 1.3.
- Students with 50-59% attendance will have their assessment grade weighted by a factor of 1.4.
- Students with 40-49% attendance will have their assessment grade weighted by a factor of 1.5.
- Students with less than 39% attendance will have their assessment grade weighted by a factor of 1.6.

Attendance Formula 2: For individual and school-wide growth and achievement targets that do involve the use of the Measures of Academic Progress Conditional Growth Index (CGI), the attendance adjustment will apply to grades/subjects using the Measures of Academic Progress CGI score as follows:

Each student is given a weighting of 1 or more after the teacher's MAP/VARC score is received based on the following scale:

Students who have attended less than 80% of the student attendance days in grades K - 5 or less than 80% of the scheduled classes in the subjects taught in grades 6 - 12 are "chronically absent students" and will have their weight calculated as shown below:

- Students with 80% or more attendance will have their weight calculated by a factor of 1
- Students with 70 - 79% attendance will have their weight calculated by a factor of 1.1
- Students with 60 - 69% attendance will have their weight calculated by a factor of 1.3
- Students with 50 - 59% attendance will have their weight calculated by a factor of 1.4
- Students with 40 - 49% attendance will have their weight calculated by a factor of 1.5
- Students with less than 39% attendance will have their weight calculated by a factor of 1.6

The weighted scale for each student is added to yield a “total adjusted for weight”. The total number of students divided into the “total adjusted for weight” multiplied by the NWEA/VARC score is the final score to be applied to HEDI for rating.

Example:

Starting NWEA/VARC Score: 15 out of a possible 20

23 students with the following student weighted scales:

Student A 1.1

Student B 1

Student C 1

Student D 1

Student E 1

Student F 1

Student G 1

Student H 1

Student I 1.3

Student J 1

Student K 1

Student L 1

Student M 1.6

Student N 1

Student O 1

Student P 1

Student Q 1

Student R 1

Student S 1

Student T 1

Student U 1

Student V 1

Student W 1

Total adjusted for weight equals 24

$24$  (total adjusted for weight) divided by  $23$  (students) =  $1.04$

$15$  (VARC score) x  $1.04$  =  $15.6$  (rounded up to 16 and applied to scale for HEDI rating)

No more than 2 points will be added to a teacher’s Local 20 score based upon the Formula 1 or Formula 2 calculations.

Other Mitigating Factors: For any student who eligible, by the action of the Board of Regents, to achieve a passing grade on the NYS 11th Grade English Regents Assessment with a score of less than 65% (for example, because of IDEA classification) the achievement target will be adjusted accordingly for that student, as supervised by the high school principal, before the school-wide achievement target is calculated and applied.

All enrolled students in accordance with "teacher of record" policies are included and will not be excluded. The use of locally-developed controls will not have a disparate impact on underrepresented student subgroups in accordance with civil rights laws. All of the above-described adjustment factors will be rigorous, fair and transparent; procedures for ensuring data accuracy and integrity will be used.

### 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 both the Measures of Academic Progress ELA and Math tests are used to obtain a school-wide growth target, the target will be based upon the building aggregate (for example, the cumulative scores of students in grades 6, 7 and 8) percentage of students who

have demonstrated growth by comparing scores from the fall Measures of Academic Progress test administration to those from the final test administered in the spring. Where both the Measures of Academic Progress ELA and Math tests are used, the teacher scores based on the students' growth on each of the tests will be added together and then divided by two to yield the HEDI rating for each teacher.

Where both the Measures of Academic Progress ELA and Math tests are used as an individual growth target, the teacher scores based on the students' growth on each of the tests will be added together and then divided by two to yield the HEDI rating for each teacher.

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Wednesday, May 23, 2012

Updated Sunday, April 28, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

Not Applicable

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

Teachers will be assigned a HEDI score from 0-60 based upon a minimum of two observations and evaluations using the Danielson 2007 rubric. In order to determine the score (0-60), the teacher will receive a score for each subcomponent element within the four Danielson 2007 domains. The score ranges for each Domain subcomponent are defined in the scoring grid uploaded at Section 4.5.

The above-referenced point distribution places a majority of the points (31) within Domains 2 and 3 of the Danielson (2007) rubric, in accordance with the mandates of Education Law Section 3012-c, as these Domains are directly observable in the classroom. Domain 1 (14 points) shall be evaluated based upon the results of the pre-observation conference and any artifacts (including, but not limited to, curriculum map, unit plan, lesson plan, student assessments) submitted by the teacher at the pre-observation conference. Domain 4 (15 points) shall be evaluated based upon a Professional Responsibilities Form completed by the teacher and the evaluator as part of the

goal-setting process and first post-observation conference and updated within five school days of the completed final observation and for the summative evaluation conference.

To arrive at the Local 60 Point Rubric Score Rating, the evaluator shall provide at the Local 60 evaluation meeting a rating for each teacher's observations during the course of that school year on all points per Element of the Danielson 2007 Rubric and shall total all points per Domain element. The evaluator shall take into account growth, if any, in each of the domain elements shown throughout the school year based upon the evidence from observations for Domains 2 and 3 and other evidence for Domains 1 and 4.

The ratings from the observations shall be averaged for each element in the rubric if the ratings received by the teacher are not adjacent to each other (e.g. two separate ratings of "developing" and "highly effective" shall be averaged at a final rating of "effective." If a higher rating is evidenced in an element after the first observation, and the ratings received are adjacent to each other (e.g. a developing rating followed by an effective rating) the higher rating shall be the Local 60 Point Rubric Score rating. If the first observation culminates in a Highly Effective rating in an element, and the second culminates in an Effective rating in that element, then it is up to the Lead Evaluator's discretion whether the teacher shall be rated Effective or Highly Effective. If the first observation culminates in an Effective rating in an element and the second culminates in a Developing rating in that element, then it is up to the Lead Evaluator's discretion whether the teacher shall be rated Effective or Developing.

The Local 60 Rubric Score Rating will be computed for the purpose of the Final Composite APPR Rating based upon the following methodology, which allows all points (0-60) to be earned hereunder:

1. A "Highly Effective" rating shall receive 100% of the total point value for the element.
2. An "Effective" rating shall receive 96% of the total point value for the element.
3. A "Developing" rating shall receive 88% of the total point value for that element.
4. An "Ineffective" rating shall receive no points for that element.

The score for all subcomponents within each domain will be added together to yield a domain score. Once all four domains have been scored, the domain scores will be added, and the total becomes the 0-60 HEDI Local 60 score.

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the teacher's Local 60 score.

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

assets/survey-uploads/5091/132413-eka9yMJ855/Review Room PPCSD APPR Section 4 Local 60 Teachers 2012-14.doc

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

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

Teachers performing at this level are master teachers and contribute to the community of learners both in and outside of the classroom. Their classrooms exhibit highly engaged students who demonstrate responsibility for their own education and contribute to the educational process in a meaningful way. These classrooms are those of model teachers who have mastered the elements of the four Domains within the Danielson Framework for Teaching.

Effective: Overall performance and results meet NYS Teaching Standards.

Effective teachers clearly understand the concepts of all four Domains of the Danielson rubric and are able to proficiently implement the skills necessary to excel within the vast majority, if not all of the elements within each Domain. They demonstrate knowledge of their content, their students, and the curriculum and have a wide range of strategies, including differentiated supports and activities to engage their students. There is evidence that they

	are continually striving to improve their practice and demonstrate meaningful self-reflection upon teaching practices and their effects on students in the classroom.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing teachers demonstrate limited understanding of the concepts contained in the four Domains of the Rubric and implement strategies associated with proficient pedagogy in an inconsistent fashion. Developing teachers fail to hone the majority of the skills necessary for effective teaching and do not exhibit a firm grasp of the content, their students, and the curriculum. They also fail to exhibit meaningful self-reflection and have a limited range of strategies and activities to engage their students. These teachers may become effective with additional supports, discussions, classroom visits and guidance.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective teachers lack an understanding of the concepts of the Domains and Elements of the Rubric and do not implement positive planning techniques, classroom management skills, effective instruction, or satisfactory self-reflection. These teachers fail to demonstrate any meaningful knowledge of their content, their students, and the curriculum. Students appear disinterested and not engaged in the learning in the classroom and the teacher fails to employ mechanisms to attempt to engage students in learning. These teachers fail to respond to constructive criticism and do not avail themselves of professional development opportunities offered to them. Significant assistance in fundamental pedagogical practices needs to be provided for these teachers to improve their pedagogy.

Provide the ranges for the 60-point scoring bands.

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

### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	Only if necessary
Informal/Short	0

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

- In Person

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

- In Person

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	Only if necessary
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?



# 5. Composite Scoring (Teachers)

Created Wednesday, May 23, 2012

Updated Sunday, April 28, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, May 23, 2012

Updated Sunday, April 28, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132419-Df0w3Xx5v6/Review Room PPCSD 6.2 TEACHER IMPROVEMENT PLAN.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:

#### 1. General Appeals Process:

A. The following teachers may appeal a final APPR composite rating:

a. A tenured teacher who receives an ineffective or developing final composite APPR rating as well as a developing or ineffective score on his/her sixty (60) point allocation;

b. A probationary teacher who receives an ineffective composite APPR rating.

B. The appeal must be submitted in writing to the Superintendent of Schools or mutually agreed upon administrative designee, who must be trained in accordance with the requirements of the statute and regulations and also possess a district-wide administrative certification. The parties agree to designate as “administrative designees” either superintendents of schools from other districts or a District Superintendent from either the Dutchess or Ulster County Board of Cooperative Educational Services (BOCES). In the event that the Superintendent or the designee served as an evaluator or lead evaluator in determining a teacher’s composite APPR rating, then he/she shall not hear the appeal. While an appeal may not be commenced until the Teacher’s receipt of his/her annual composite APPR rating, nothing herein shall prevent a teacher from informally discussing the Final Summative Evaluation or the Local 20 Points allocation with the Lead Evaluator who completed it prior to the issuance of the composite APPR rating.

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

D. In the case of a tenured teacher, an appeal of an APPR evaluation or development of a TIP must be commenced within fourteen (14) school days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards. In the case of a probationary teacher who receives his or her composite APPR score during the summer recess period, the appeal must be commenced within 30 calendar days of receipt of the same or else the right to appeal shall be deemed waived in all regards. The time frame for probationers to appeal a final TIP document shall be the same as that for tenured teachers.

E. In the case of appealing a completed TIP, there shall be a fourteen (14) school day period following the end date of the TIP, and failure to appeal the TIP within fourteen (14) school days following the end date thereof, shall be deemed a waiver of the right to appeal the determination of the TIP.

F. The Superintendent or the mutually agreed upon administrative designee shall respond to an appeal in writing and based on the findings grant such appeal, expunge the original rating and replace it with a new rating, modify the original rating, or deny the appeal giving the specific reason for the denial. The decision of the Superintendent or the designee shall be postmarked to the teacher at his/her home address on file with the District within 14 administrative work days of appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the designee shall be final and binding and shall not be subject to review for the purposes of said appeal. If the appeal is not decided within this time frame the appeal shall be deemed sustained.

G. The provisions set forth above shall not be construed to alter or affect the rights of probationary teachers pursuant to §3031 of the New York State Education Law.

2. Optional Appeals Process for a tenured teacher who has received a second consecutive ineffective APPR composite rating:

A. Notwithstanding Paragraph 1(A) through (G) above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be made, in accordance with the timeframe set forth in Paragraph 1(D) above, to one of the four agreed upon arbitrators set forth below selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Dennis Campagna, Jeffrey Selchick, Howard Edelman and Sheila Cole, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or TIP, in a timely and expeditious manner not to exceed 35 calendar days. If the tenured teacher is unwilling to consent to the use of one of the above-named arbitrators, the appeal shall be heard by the Superintendent or the mutually agreed upon administrative designee. In the event any of the above-named arbitrators are no longer serving in such capacity or are otherwise unavailable, the parties shall mutually agree upon alternative named arbitrators to be placed within this paragraph.

B. In order to take advantage of the procedure outlined in paragraph 2(A) above, the tenured teacher must consent to the use of one of the above-named arbitrators should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the mutually agreed upon administrative designee.

C. In the event that either party has a question regarding the authenticity of any documentation provided, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator’s review and consideration. The arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision.

D. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education law, and determines to

conduct such a hearing, the arbitrator shall be jointly selected by the teacher and the district from those listed above to be the Section 3020-a hearing officer.

E. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education law §3020-a, so long as the identical issue wasn't resolved in the earlier appeal to the arbitrator or clearly should have been presented in the earlier appeal and was not.

F. In the event that SED will not pay for the costs of the hearing, that expense shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under Section 3020-a of the Education Law.

G. The disciplinary arbitration procedure shall be consistent with the statutory procedure and penalty parameters as set forth in Education Law Section 3020-a.

H. During the pendency of a disciplinary arbitration the pay rights of the teacher shall be the same as those afforded to teachers who are subject to statutory proceedings under Section 3020-a of the Education Law.

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

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

### Training Lead Evaluators of Teachers:

To qualify for certification as a lead evaluator in the Pine Plains Central School District, as defined in the Commissioner's Regulations S30-2.9(b), individuals shall successfully complete a course of study that includes training on:

- 1) New York State Teaching Standards, and their related elements and performance indicators and the ISLLC 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 as defined in section 30-2.2 of the regulation;
- 4) application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 5) application and use of any assessment tools that the school district 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 to evaluate its teachers or principals.
- 7) use of the Statewide Instructional Reporting System;
- 8) the scoring methodology utilized by the State Education Department and/or the district to evaluate a teacher or principal, including how scores are generated for each subcomponent, the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designed 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.

A training log will be kept for each prospective lead evaluator in order to document adherence to the minimum requirements prescribed in regulation. A completed log for each prospective lead evaluator will be provided to the Superintendent and the Board of Education to be considered prior to awarding certification as a lead evaluator.

The Superintendent of Schools, the Assistant Superintendent for Curriculum, Instruction and Pupil Personnel Services, the Director of Special Education, the Director of Health, Physical Education and Health and the four building principals (Grades K-2, 3-5, 6-8 and 9-12) have been trained and certified as Lead Evaluators for teachers. The district has no assistant principals. At the present time, no other evaluators are contemplated, although changes in administrative capacity in future years may require the district to retain independent, certified evaluators who hold SDA, SAS, SDL or SBL certification from SED. The Capital Region BOCES, Ulster BOCES and/or Dutchess BOCES have provided training. The Lead Evaluators also received specific training in the Danielson (2007) rubric through Dutchess and Ulster BOCES. Lead Evaluator training is provided by the BOCES Network Team certified trainers and is based on the NYSED model for certification. The duration of the training was a minimum of twenty-one (21) hours and covered all elements required by Education Law Section 3012-c and its implementing Regents Rules at Part 30-2.9.

The current Superintendent of Schools will retire effective June 30, 2013. The district will take whatever steps are necessary to provide

the new Superintendent of Schools, if needed, with training for certification as a Lead Evaluator.

The Dutchess BOCES Network Team trainer conducted four and one-half (4.5) hours of training on inter-rater reliability specifically focused on the Danielson (2007) rubric for lead evaluators of teachers.

#### Certification and Recertification:

All lead evaluators have and shall be certified by the Board of Education of the Pine Plains Central School District by resolution. In addition, to assure that inter-rater reliability is maintained over time, all lead evaluators shall attend a minimum of six (6) hours of refresher training sessions as provided by the Dutchess BOCES Network Team in the elements required by 30-2.9 and the Danielson (2007) rubric, and a minimum of two (2) hours refresher training on inter-rater reliability.

It is anticipated that the Dutchess BOCES Network Team facilitators, as a result of their State-level training, will disseminate a set of calibration experiences as a part of this refresher-training model. Periodically throughout the school year, as another means to maintain inter-rater reliability, the District's administrative team has begun and will continue to exchange observation report documents, shared readings regarding effective pedagogic practice, identify common points of reference and evidence that may be associated with rubric Domain elements and reinforce the nature of quality feedback in written observation reports and visitation feedback forms. Lead evaluators shall be recertified annually by the Board of Education of the Pine Plains Central School District by resolution.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, May 23, 2012

Updated Monday, April 29, 2013

## Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Cold Spring Early Learning Center (K-2)	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>The principal, in collaboration with his supervisor, using pre-assessment baseline data, will establish school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.</p> <p>The District is measuring student growth for the Building Principal of the Cold Spring Early Learning Center based upon-student learning objectives that measure the growth of all students in Grades 1 and 2 on the Measures of Academic Progress Primary Grades-ELA tests. The expectation for the level of performance required for each HEDI category will be based upon the building aggregate (meaning the cumulative scores of students in grades 1 and 2) percentage of students who have demonstrated growth by comparing scores from the fall Measures of Academic Progress Primary Grades-ELA test administration to those from the final test administered in the spring. Grades 1 and 2 constitute the N group because they are the largest classes in the school and they exceed 50% of the students in the school.</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See the table at section 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See the table at section 7.3

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See the table at section 7.3
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See the table at section 7.3

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

assets/survey-uploads/5365/132420-lha0DogRNw/Review Room PPCSD K-2 Principal MAP Building Aggregate SLO HEDI band 4-29-13.doc

## 7.4) Special Considerations for Comparable Growth Measures

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

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

not applicable

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked

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

# 8. Local Measures (Principals)

Created Wednesday, May 23, 2012

Updated Sunday, April 28, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA and Math)
6-8	(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	NYS 11th Grade English Regents Assessment

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Grades 3-5 Principal - The principal, in collaboration with his supervisor, has established, using pre-assessment baseline data, school-wide growth targets. Based on the overall percentage of Grades 3, 4 and 5 students who meet or exceed the school-wide growth target, a corresponding 0-15 HEDI score will be determined, using the applicable uploaded conversion chart. For the 3-5 building principal, the locally selected measure of student growth will be determined by calculating the points awarded for the percentage of students maintaining and increasing RIT scale growth on the Measures of Academic Progress ELA and Math assessments, with a maximum score of 15. The sum of these two subcomponent scores will be added together and then divided by two to arrive at a final HEDI rating for the Building Principal with a maximum of 15 points.</p> <p>Grades 6-8 Principal - The principal, in collaboration with his supervisor, has established, using pre-assessment baseline data,</p>
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school-wide growth targets. Based on the overall percentage of Grade 6, 7 and 8 students who meet or exceed the school-wide growth target, a corresponding 0-15 HEDI score will be determined, using the applicable uploaded conversion chart. For the 6-8 building principal, the locally selected measure of student growth will be determined by calculating the points awarded for the percentage of students maintaining and increasing RIT scale growth on the Measures of Academic Progress ELA and Math assessments, with a maximum score of 15. The sum of these two subcomponent scores will be added together and divided by two to arrive at a Final HEDI rating for the 3-5 Building Principal with a maximum of 15 points.

Grades 9-12 Principal - The principal, in collaboration with her supervisor and faculty, has established a school-wide achievement target. Based on the overall percentage of students who meet or exceed the school-wide achievement target, a corresponding 0-15 HEDI score will be determined, using the applicable uploaded conversion chart.

The high school has established a school-wide achievement measure based upon the percentage of students who achieve a score of 65 or above on the NYS Comprehensive 11th Grade English Regents Examination. This measure of student achievement is premised upon a building-wide goal-setting process, where the Building Principal, along with all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Locally developed controls for this particular achievement target are noted in Section 8.3 below.

See the attainment targets and tables uploaded below for Building Principals of Grades 3-5, 6-8 and 9-12.

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

See the attainment targets and tables uploaded at section 8.1

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

See the attainment targets and tables uploaded at section 8.1

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

See the attainment targets and tables uploaded at section 8.1

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

See the attainment targets and tables uploaded at section 8.1

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.

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

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

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

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

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

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

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

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

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

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

*(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)

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.	<p>The K-2 principal, in collaboration with his supervisor, has established, using pre-assessment baseline data, school-wide growth targets. Based on the overall percentage of students who meet or exceed the school-wide growth target, a corresponding 0-20 HEDI score will be determined, using the applicable uploaded conversion chart.</p> <p>For the Building Principal of the Cold Spring Early Learning Center (Grades K-2), the locally selected measure of student growth will be determined by calculating the points awarded for the percentage of students in Grades 1 and Grade 2 maintaining and increasing RIT scale growth on the Measures of Academic Progress Primary Grades assessments, with a maximum score of 20 points. The sum of the points awarded for grade 1 growth and grade 2 will be added together and divided by two to arrive at a score with a maximum of 20 points for the Building Principal. Grades 1 and 2 constitute the N group because they are the largest classes in the school and they exceed 50% of the students in the school.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the table uploaded at Section 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the table uploaded at Section 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the table uploaded at Section 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the table uploaded at Section 8.2

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

(No response)

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

assets/survey-uploads/5366/132422-T8MIGWUVm1/Review Room Local\_20\_APPR\_Pine\_Plains\_K-2\_Principal Table 8.2 4-26-13.doc

### 8.3) Locally Developed Controls

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

For any student who is eligible, by the action of the Board of Regents, to achieve a passing grade on the NYS 11th Grade English Regents Assessment with a score of less than 65% (for example, because of IDEA classification) the achievement target will be adjusted accordingly for that student, as supervised by the supervisor of the high school principal, before the school-wide achievement target is calculated and applied.

All enrolled students in accordance with "teacher of record" and "principal of record" policies are included and will not be excluded. The use of locally-developed controls will not have a disparate impact on underrepresented student subgroups in accordance with civil rights laws. All of the above-described adjustment factors will be rigorous, fair and transparent; procedures for ensuring data accuracy and integrity will be used.

### 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.

not applicable

### 8.5) Assurances

Please check all of the boxes below:

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

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8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, May 23, 2012

Updated Sunday, April 28, 2013

## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 9.2. \(MS Word\)](#)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

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)

## 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 0-60 based upon observations and evaluations using the Multidimensional Principal Performance Rubric (MPPR). In order to determine the score (0-60), the principal will receive a score for each subcomponent element within the six MPPR domains. The score ranges for each Domain subcomponent are defined in the scoring grid, which can be found on pages 5 and 6 of the evaluation document uploaded at Section 9.7. The score for all subcomponents within each domain will be added together to yield a domain score. Once all six domains have been scored, the domain scores will be added, and the total becomes the 0-60 HEDI Local 60 score.

The Local 60 Points will be computed based upon the following methodology:

1. A "Highly Effective" rating shall receive 100% of the of the total point value for each element.
2. An "Effective" rating shall receive 96% of the total point value for each element.
3. A "Developing" rating shall receive 82.5% of the total point value for each element.
4. An "Ineffective" rating shall receive no points for that element.

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

assets/survey-uploads/5143/132424-pMADJ4gk6R/Review Room PPCSD 9.7 MPPR Annual Principal Summative Evaluation Grid 4-26-13.doc

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

Highly Effective: Overall performance and results exceed standards.

A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain. A Highly Effective Principal engages stakeholders in school development and effectively implements building wide goals and a culture of learning, promoting sustainable student improvement with a shared vision that teachers, students and parents adopt and promote. These Principals have a high standard of ethics and integrity, shared by all stakeholders and have mastered the implementation of a collaborative culture for learning, resulting in student achievement of a higher level of learning.

Effective: Overall performance and results meet standards.	An "Effective" rating shall receive 96% of the total point value for the sub-domain. An Effective Building Principal articulates a shared vision for sustaining a culture of learning and gathers input from staff to help promote the vision, while evaluating and monitoring the impact and effect of the instructional program to identify goals for strategic planning. These Principals engage staff, students and the community in a culture of learning and collaboration, and provide opportunities for leadership roles for interested individuals.
Developing: Overall performance and results need improvement in order to meet standards.	A "Developing" rating shall receive 82.5% of the total point value for that sub-domain. A Developing Principal promotes a vision for collaboration and a culture of learning, but does not engage students, parents and teachers in a manner that promotes a buy-in of more than a handful of stakeholders. The vision articulated is not effectively implemented and means to improve student performance are not effectively implemented. Developing Principals have the potential to become effective, but are not able to effectively implement in practice the ideas, cultures and visions that are articulated. Such Principals may need supports and professional development to learn how to foster an enhanced culture for learning.
Ineffective: Overall performance and results do not meet standards.	An "Ineffective" rating shall receive no points. An Ineffective Principal does not engage stakeholders in a shared vision, and fails to articulate or to attempt to implement methods to engage parents, students and teachers in a culture of learning. The stakeholders are disengaged and are not offered opportunity for meaningful input that would ordinarily come from a shared vision for improvement. Attempts to improve the methods and means of delivering instruction are not implemented and Ineffective Principals do not provide the support to staff, students and parents to foster improvement at an individual or building wide level. These Principals need to make significant improvement and require a high degree of support and professional development to attempt to motivate them to engage stakeholders in a meaningful way.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	3
By trained administrator	0
By trained independent evaluator	only if necessary
Enter Total	3

**Tenured Principals**

By supervisor	2
By trained administrator	0
By trained independent evaluator	only if necessary
Enter Total	2

# 10. Composite Scoring (Principals)

Created Wednesday, May 23, 2012

Updated Sunday, April 28, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, May 23, 2012

Updated Sunday, April 28, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/132426-Df0w3Xx5v6/Review Room PPCSD Principal Improvement Plan APPR 10-12-12.doc](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### 1. Appeals Process:

A. Upon receipt of his/her final APPR composite rating, any principal who receives a developing or an ineffective rating on their final APPR composite rating or a tenured principal who receives a developing on the Local 60 Rubric HEDI rating shall be entitled to appeal their final APPR composite rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses

either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

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

C. An appeal of an APPR evaluation or a PIP must be commenced within fifteen business days of the presentation or mailing of the final APPR composite rating to the principal, in the case of a tenured principal, and (20) twenty business days of the presentation or mailing of the final APPR composite rating to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 20 business days as referenced above) or else the right to appeal shall be deemed waived in all regards

D. In the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

E. The evaluative information and data that form the basis of the lead evaluator's final APPR composite rating shall be maintained in the principal's personnel file and he/she shall have access to all such information prior to the time in which to file an appeal.

F. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a written decision granting the appeal and directing further administrative action, or denying the appeal. Such decision shall be made within twenty (20) business days of the receipt of the appeal in the District Office. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards. If a decision is not made within the timeframe as set forth in this paragraph, the appeal shall be deemed to be sustained.

G. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective final APPR composite ratings, the appeal of the tenured principal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Louis Patack, Jeffrey Selchick and Sheila Cole, who shall make a final and binding written decision upon the appeal of the APPR evaluation and/or the PIP on a timely and expeditious basis, within 35 calendar days. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the observational evidence underlying the observations of the principal that must be furnished by the District along with all other evidence submitted by the principal prior to rendering a decision. The standard of review to support the evaluation or the PIP shall be "clear and convincing evidence" of the propriety of the same. The cost of said proceeding shall be borne equally by each party.

H. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including any ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a, or an alternative disciplinary arbitration. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law. or an alternative disciplinary arbitration to the extent allowed by law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, applying the procedural and substantive requirements of Education Law Section 3020-a, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law. The burden of proof placed upon the District in such 3020-a proceeding or disciplinary arbitration shall be proof by a preponderance of the credible evidence

2. In order to take advantage of the procedure outlined in G(1) above, the tenured principal must consent, following consultation with an Association representative, to the use of an arbitrator from the arbitration panel set forth in paragraph G(1) above, should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee in accordance with the provisions of this appeals process at Paragraphs A through F above.

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

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

To qualify for certification as a lead evaluator in the Pine Plains Central School District, as defined in the Commissioner's Regulations S30-2.9(b), individuals shall successfully complete a course of study that includes training on:

- 1) New York State Teaching Standards, and their related elements and performance indicators and the ISLLC 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 as defined in section 30-2.2 of the regulation;
- 4) application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 5) application and use of any assessment tools that the school district 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 to evaluate its teachers or principals.
- 7) use of the Statewide Instructional Reporting System;
- 8) the scoring methodology utilized by the State Education Department and/or the district to evaluate a teacher or principal, including how scores are generated for each subcomponent, the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designed 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.

A training log will be kept for each prospective lead evaluator in order to document adherence to the minimum requirements prescribed in regulation. A completed log for each prospective lead evaluator will be provided to the Superintendent and the Board of Education to be considered prior to awarding certification as a lead evaluator.

### Training Lead Evaluators of Principals:

The Superintendent of Schools and the Assistant Superintendent of Curriculum, Instruction and Pupil Personnel Services have also been trained as lead evaluators of building principals through training provided by Dutchess BOCES, LEAF, Inc. and Putnam-Northern Westchester BOCES. The training was provided over a minimum of eighteen (18) hours and covered all elements required by Education Law Section 3012-c and its implementing Regents Rules at Part 30-2.9. At the present time, no other evaluators are contemplated, although changes in administrative capacity in future years may require the district to retain independent, certified evaluators who hold SDA, SAS, SDL or SBL certification from SED.

The current Superintendent of Schools will retire effective June 30, 2013. The district will take whatever steps are necessary to provide the new Superintendent of Schools, if necessary, with the training required to qualify for certification as a Lead Evaluator and to evaluate principals using the MPPR rubric.

Lead Evaluator training is based on the NYSED model for certification. The training process includes the NYSED required nine elements of training.

### Inter-Rater Reliability:

The Superintendent of Schools and the Assistant Superintendent have undergone a three-part, eighteen (18) hour series of training sessions conducted by the Joint Management Team of the Hudson Valley and specifically, the Ulster County and Dutchess County BOCES Network Team consultants, including the author of the Multidimensional Principal Performance Rubric ("MPPR"), to ensure inter-rater reliability in the ISLLC standards, the nine-elements required by Education Law Section 3012-c and its implementing Regents Rules.

To assure that inter-rater reliability is maintained over time, throughout the school year, Superintendent of Schools and the Assistant Superintendent for Curriculum, Instructional and Pupil Personnel Services will continue exchange observation report forms, share readings regarding effective principal practice, identify common points of reference and evidence that may be associated with rubric Domain elements and reinforce the nature of quality feedback in written observation reports and visitation feedback forms. Calibration will also take place with Network Team trainers and component district lead evaluators.

During each school year, to ensure that inter-rater reliability continues to exist, periodic refresher meetings in inter-rater reliability will

be held. Some of these trainings will be conducted in District Level Administrative meetings where administrators will independently evaluate and then compare the effectiveness ratings that they have arrived at and the evidence basis to support the ratings. Administrators will also attend re-certification workshops offered by Dutchess BOCES and other BOCES as needed.

#### Certification and Recertification:

Lead evaluators of principals shall be recertified annually by the Board of Education of the Pine Plains Central School District upon proof of completion of a minimum of six (6) hours of refresher training in all of the elements contained within Part 30-2.9 of the Regents Rules and the Multidimensional Principal Performance Rubric, and a minimum of two (2) hours of refresher training in inter-rater reliability. Lead evaluators shall be recertified by the Board annually after completion of requirements necessary for recertification.

## 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 Wednesday, May 23, 2012

Updated Wednesday, May 01, 2013

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### Page 1

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

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

[assets/survey-uploads/5581/132427-3Uqgn5g9Iu/District Certification Form May 1, 2013.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.

Table 2.11

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) (+ or – from) as an indicator of a year’s worth of growth.

The chart below is a 20 point conversion.

Ineffective		Developing		Effective		Highly Effective	
Student Growth Score	Points	Student Growth Score	Points	Student Growth Score	Points	Student Growth Score	Points
$-2.3 < GS \leq -2.1$	2	$-1.1 < GS \leq -0.9$	8	$0.5 < GS \leq 0.9$	17	$GS > 1.3$	20
$-2.5 < GS \leq -2.3$	1	$-1.3 < GS \leq -1.1$	7	$0.1 < GS \leq 0.5$	16	$1.1 < GS \leq 1.3$	19
$GS \leq -2.5$	0	$-1.5 < GS \leq -1.3$	6	$-0.1 < GS \leq 0.1$	15	$0.9 < GS \leq 1.1$	18
		$-1.7 < GS \leq -1.5$	5	$-0.3 < GS \leq -0.1$	14		
		$-1.9 < GS \leq -1.7$	4	$-0.5 < GS \leq -0.3$	13		
		$-2.1 < GS \leq -1.9$	3	$-0.6 < GS \leq -0.5$	12		
				$-0.7 < GS \leq -0.6$	11		
				$-0.8 < GS \leq -0.7$	10		
				$-0.9 < GS \leq -0.8$	9		

Table 2.11.1 to be used for assignment of points and HEDI rankings for growth target performance in all other cases.

H	H	H	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-94%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	50-54%	46-49%	42-45%	38-41%	34-37%	30-33%	21-29%	11-20%	0-10%

Table 4.5 – Local 60 Scoring Grid and HEDI Band for Teachers under Danielson (2007)

Local 60% Evaluation Component	Points	Breakdown			
<b>Danielson (2007) Domain 1: Planning and Preparation</b>	<b>14</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
1a. Demonstrating Knowledge of Content and Pedagogy	2	2	1.92	1.76	0
1b. Demonstrating Knowledge of Students	2	2	1.92	1.76	0
1c. Setting Instructional Outcomes	3	3	2.88	2.64	0
1d. Demonstrating Knowledge of Resources	2	2	1.92	1.76	0
1e. Designing Coherent Instruction	2	2	1.92	1.76	0
1f. Designing Student Assessments	3	3	2.88	2.64	0
<b>Danielson (2007) Domain 2: The Classroom Environment</b>	<b>15</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
2a. Creating an Environment of Respect and Rapport	3	3	2.88	2.64	0
2b. Establishing A Culture for Learning	3	3	2.88	2.64	0
2c. Managing Classroom Procedures	3	3	2.88	2.64	0
2d. Managing Student Behavior	3	3	2.88	2.64	0
2e. Organizing Physical Space	3	3	2.88	2.64	0
<b>Danielson (2007) Domain 3: Instruction</b>	<b>16</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
3a. Communicating with Students	4	4	3.84	3.52	0
3b. Using Questioning and Discussion Techniques	3	3	2.88	2.64	0
3c. Engaging Students in Learning	4	4	3.84	3.52	0
3d. Using Assessment in Instruction	3	3	2.88	2.64	0
3e. Demonstrating Flexibility & Responsiveness	2	2	1.92	1.76	0
<b>Danielson (2007) Domain 4: Professional Responsibilities</b>	<b>15</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
4a. Reflecting on Teaching	3	3	2.88	2.64	0
4b. Maintaining Accurate Records	3	3	2.88	2.64	0
4c. Communicating with Families	3	3	2.88	2.64	0
4d. Participating in a Professional Community	2	2	1.92	1.76	0
4e. Growing and Developing Professionally	3	3	2.88	2.64	0
4f. Showing Professionalism	1	1	0.96	0.88	0
<b>Domains 1 through 4: TOTAL MAXIMUM POINTS (Total Scores at .5 will be rounded up to the next highest number.)</b>	<b>60</b>	<b>60</b>	<b>57.60</b>	<b>52.80</b>	<b>0</b>

Table 3.3 Local 15 NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) (+ or – from) as an indicator of a year’s worth of growth.

The chart below is a 15 point conversion. (NWEA VARC Data)

Ineffective		Developing		Effective		Highly Effective	
Student Growth Score	Points	Student Growth Score	Points	Student Growth Score	Points	Student Growth Score	Points
$-2.3 < GS \leq -2.1$	2	$-1.3 < GS \leq -0.9$	7	$0.5 < GS \leq 0.9$	13	$GS > 1.3$	15
$-2.5 < GS \leq -2.3$	1	$-1.5 < GS \leq -1.3$	6	$0.1 < GS \leq 0.5$	12	$0.9 < GS \leq 1.3$	14
$GS \leq -2.5$	0	$-1.7 < GS \leq -1.5$	5	$-0.3 < GS \leq 0.1$	11		
		$-1.9 < GS \leq -1.7$	4	$-0.6 < GS \leq -0.3$	10		
		$-2.1 < GS \leq -1.9$	3	$-0.8 < GS \leq -0.6$	9		
				$-0.9 < GS \leq -0.8$	8		

Table 3.3.1 to be used for assignment of points and HEDI rankings for Local 15 growth attainment target performance.

H	H	E	E	E	E	E	E	D	D	D	D	D	I	I	I
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	87-92%	75-86%	67-74%	61-66%	57-60%	53-56%	51-52%	46-50%	40-45%	36-39%	32-35%	28-31%	24-27%	21-23%	0-20%

Table 3.13

Local 20 NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) (+ or – from) as an indicator of a year’s worth of growth.

The chart below is a 20 point conversion.

Ineffective		Developing		Effective		Highly Effective	
Student Growth Score	Points	Student Growth Score	Points	Student Growth Score	Points	Student Growth Score	Points
$-2.3 < GS \leq -2.1$	2	$-1.1 < GS \leq -0.9$	8	$0.5 < GS \leq 0.9$	17	$GS > 1.3$	20
$-2.5 < GS \leq -2.3$	1	$-1.3 < GS \leq -1.1$	7	$0.1 < GS \leq 0.5$	16	$1.1 < GS \leq 1.3$	19
$GS \leq -2.5$	0	$-1.5 < GS \leq -1.3$	6	$-0.1 < GS \leq 0.1$	15	$0.9 < GS \leq 1.1$	18
		$-1.7 < GS \leq -1.5$	5	$-0.3 < GS \leq -0.1$	14		
		$-1.9 < GS \leq -1.7$	4	$-0.5 < GS \leq -0.3$	13		
		$-2.1 < GS \leq -1.9$	3	$-0.6 < GS \leq -0.5$	12		
				$-0.7 < GS \leq -0.6$	11		
				$-0.8 < GS \leq -0.7$	10		
				$-0.9 < GS \leq -0.8$	9		

Table 3.13.1 to be used for assignment of points and HEDI ratings for Local 20 school-wide growth attainment target performance.

H	H	H	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-94%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	50-54%	46-49%	42-45%	38-41%	34-37%	30-33%	21-29%	11-20%	0-10%

Table 3.13.2

Local 20 Points Achievement Target  
based upon the NYS Comprehensive English Regents Examination

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>18-20</b>		<b>9-17</b>		<b>3-8</b>		<b>0-2</b>	
<b>Target range</b>	<b>77-100%</b>		<b>50-76%</b>		<b>28-49%</b>		<b>0-27%</b>	
<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>20</b>	83-100%	<b>17</b>	74-76%	<b>8</b>	46-49%	<b>2</b>	25-27%
	<b>19</b>	80-82	<b>16</b>	71-73	<b>7</b>	42-45	<b>1</b>	22-24
	<b>18</b>	77-79	<b>15</b>	68-70	<b>6</b>	39-41	<b>0</b>	0-21
			<b>14</b>	65-67	<b>5</b>	35-38		
			<b>13</b>	62-64	<b>4</b>	31-34		
			<b>12</b>	59-61	<b>3</b>	28-30		
			<b>11</b>	56-58				
			<b>10</b>	53-55				
		<b>9</b>	50-52					

**Table 7.3**

**PINE PLAINS CENTRAL SCHOOL DISTRICT**

**Grades K-2 Principal Building-wide SLO Measure for the 2011-12, 2012-13  
and 2013-14 School Years**

**Building Aggregate Growth on the Measures of Academic Progress for Primary Grades Test for  
ELA**

Attainment Target: Percentage of 1<sup>st</sup> and 2<sup>nd</sup> grade students who maintain or improve on the NWEA\* measurement scale (RIT scale)\*\*.

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>18-20</b>		<b>9-17</b>		<b>3-8</b>		<b>0-2</b>	
<b>Target range</b>	<b>77-100%</b>		<b>50-76%</b>		<b>28-49%</b>		<b>0-27%</b>	
<b>Target attainment</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>20</b>	83-100%	<b>17</b>	74-76%	<b>8</b>	46-49%	<b>2</b>	25-27%
	<b>19</b>	80-82	<b>16</b>	71-73	<b>7</b>	42-45	<b>1</b>	22-24
	<b>18</b>	77-79	<b>15</b>	68-70	<b>6</b>	39-41	<b>0</b>	0-21
			<b>14</b>	65-67	<b>5</b>	35-38		
			<b>13</b>	62-64	<b>4</b>	31-34		
			<b>12</b>	59-61	<b>3</b>	28-30		
			<b>11</b>	56-58				
			<b>10</b>	53-55				
		<b>9</b>	50-52					

\*NWEA = Northwest Evaluation Association

\*\*RIT = Rasch Units

**Table 8.1**

**PINE PLAINS CENTRAL SCHOOL DISTRICT**

**Local 15 points Growth on the Measures of  
Academic Progress Test in ELA and/or Math in Grades 3-5 and Grades 6-8 Middle School  
Buildings Using Building-wide Measures for the 2011-12, 2012-13 and 2013-14 School Years  
[where the state has a value added growth model for the state assessment]**

Attainment Target: Percentage of students who maintain or improve on the NWEA\* measurement scale (RIT Scale)\*\*.

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>14-15</b>		<b>8-13</b>		<b>3-7</b>		<b>0-2</b>	
<b>Target range</b>	<b>79-100%</b>		<b>50-78%</b>		<b>29-49%</b>		<b>0-28%</b>	
<b>Target attainment</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>15</b>	83-100%	<b>13</b>	75-78%	<b>7</b>	46-49%	<b>2</b>	25-28%
	<b>14</b>	79-82	<b>12</b>	68-74	<b>6</b>	41-45	<b>1</b>	22-24
			<b>11</b>	64-67	<b>5</b>	37-40	<b>0</b>	0-21
			<b>10</b>	59-63	<b>4</b>	33-36		
			<b>9</b>	55-58	<b>3</b>	29-32		
			<b>8</b>	50-54				

\*NWEA = Northwest Evaluation Association

\*\*RIT = Rasch Units



**Table 8.2**

**PINE PLAINS CENTRAL SCHOOL DISTRICT**

**Buildings Using Building-wide Measures for the 2011-12, 2012-13 and 2013-14 School Years**

**Local 20 points- Growth on the Measures of Academic Progress for Primary Grades Test**

Attainment Target: Percentage of 1<sup>st</sup> and 2<sup>nd</sup> grade students who maintain or improve on the NWEA\* measurement scale (RIT scale)\*\*.

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>18-20</b>		<b>9-17</b>		<b>3-8</b>		<b>0-2</b>	
<b>Target range</b>	<b>77-100%</b>		<b>50-76%</b>		<b>28-49%</b>		<b>0-27%</b>	
<b>Target attainment</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>20</b>	83-100%	<b>17</b>	74-76%	<b>8</b>	46-49%	<b>2</b>	25-27%
	<b>19</b>	80-82	<b>16</b>	71-73	<b>7</b>	42-45	<b>1</b>	22-24
	<b>18</b>	77-79	<b>15</b>	68-70	<b>6</b>	39-41	<b>0</b>	0-21
			<b>14</b>	65-67	<b>5</b>	35-38		
			<b>13</b>	62-64	<b>4</b>	31-34		
			<b>12</b>	59-61	<b>3</b>	28-30		
			<b>11</b>	56-58				
			<b>10</b>	53-55				
			<b>9</b>	50-52				

\*NWEA = Northwest Evaluation Association

\*\*RIT = Rasch Units

Pine Plains Central School District  
Annual Principal Summative Evaluation

Year: \_\_\_\_\_

Name: \_\_\_\_\_

Building: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Section 1: Multidimensional Principal Performance Rubric

	1	2	3	4
<p><b><u>Shared Vision of Learning</u></b>  <i>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</i></p>	Ineffective	Developing	Effective	Highly Effective
<b>Culture</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)				
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)				
Evidence:	Score:			
<p><b><u>School Culture and Instructional Program</u></b>  <i>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i></p>	Ineffective	Developing	Effective	Highly Effective
<b>Culture</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)				
<b>Instructional Program</b> (design and delivery of high quality curriculum that produces clear evidence of learning)				
<b>Capacity Building</b> (developing potential and tapping existing internal expertise to promote learning and improve practice)				
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)				
<b>Strategic Planning Process – monitoring/inquiry</b> (the implementation and stewardship of goals, decisions and actions)				
Evidence:	Score:			
<p><b><u>Safe, Efficient, Effective Learning Environment</u></b>  <i>An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</i></p>	Ineffective	Developing	Effective	Highly Effective
<b>Capacity Building</b> (developing potential and tapping existing internal expertise to promote learning and improve practice)				
<b>Culture</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)				
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)				
<b>Instructional Program</b> (design and delivery of high quality curriculum that produces clear evidence of learning)				

Evidence:	Score:			
<b><u>Community</u></b> <i>An education leader promotes the success of every student by collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</i>	Ineffective	Developing	Effective	Highly Effective
<b>Strategic Planning Process: Inquiry</b> (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.)				
<b>Culture</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)				
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)				
Evidence:	Score:			
<b><u>Integrity, Fairness, Ethics</u></b> <i>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</i>	Ineffective	Developing	Effective	Highly Effective
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)				
<b>Culture</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)				
Evidence:	Score:			
<b><u>Political, Social, economic, Legal and Cultural Context</u></b> <i>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</i>	Ineffective	Developing	Effective	Highly Effective
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)				
<b>Culture</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)				
Evidence:	Score:			

Assessment of Principal Effectiveness Standards	Observation and Evidence Scores
Shared Vision of Learning	
School Culture and Instructional Program	
Safe, Efficient, Effective Learning Environment	
Community	
Integrity, Fairness, Ethics	
Political, Social, Economic, Legal and Cultural Context	
Other: Goal Setting and Attainment	
Total Score (maximum 60 points)	
HEDI Ranking	

Section II: State Assessment

Total:

<b>State Provided Growth Score/Student Learning Objective (SLO)</b>	
---	--

Section III: Local Assessment

Total:

<b>Local Assessment (NWEA/Local Assessment)</b>	
---	--

<b>Overall Composite Score: (maximum 100 points)</b>	<b>Level:</b>
--	---------------

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Conversion Chart (no value added model)				
Level	Measures of Student Growth	Local Measures of Student Achievement	Other 60 points	Overall Composite Score
Ineffective	0 – 2	0 – 2	0 – 47	0 – 64
Developing	3 – 8	3 – 8	48 – 56	65 – 74
Effective	9 – 17	9 – 17	57 – 58	75 – 90
Highly Effective	18 - 20	18 - 20	59 - 60	91 - 100

Conversion Chart (value added model)				
Level	Measures of Student Growth	Local Measures of Student Achievement	Other 60 points	Overall Composite Score
Ineffective	0 – 2	0 – 2	0 – 47	0 – 64
Developing	3 – 9	3 – 7	48 – 56	65 – 74
Effective	10-21	8-13	57 – 58	75 – 90
Highly Effective	22-25	14-15	59 - 60	91 - 100

EVALUATEE RESPONSE:

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
Effective with the 2011-2012 School Year				
		96% of HE	82.5% of HE	0% of HE
<b>DOMAIN 1: Shared Vision of Learning</b>				
a. Culture	3.5	3.36	2.89	0
b. Sustainability	3.5	3.36	2.89	0
<b>DOMAIN 2: School Culture and Instructional Program</b>				
a. Culture	4	3.84	3.30	0
b. Instructional Program	5	4.8	4.13	0
c. Capacity Building	5	4.8	4.13	0
d. Sustainability	4	3.84	3.30	0
e Strategic Planning Process	4	3.84	3.30	0
<b>DOMAIN 3: Safe, Efficient, Effective Learning Environment</b>				
a. Capacity Building	4	3.84	3.30	0
b. Culture	4	3.84	3.30	0
c. Sustainability	4	3.84	3.30	0
d. Instructional Program	5	4.8	4.13	0
<b>DOMAIN 4: Community</b>				
a. Strategic Planning Processes: Inquiry	3	2.88	2.48	0
b. Culture	2	1.92	1.65	0
c. Sustainability	2	1.92	1.65	0
<b>DOMAIN 5: Integrity Fairness, Ethics</b>	2.5	2.4	2.06	0
a. Sustainability	2.5	2.4	2.06	0
b. Culture				

<b>DOMAIN 6: Political, Social, Economic, Legal and Cultural</b>				
a. Sustainability	1	0.96	0.83	0
b. Culture	1	0.96	0.83	0
<b>TOTAL</b>	<b>60</b>	<b>57.60</b>	<b>49.50</b>	<b>0</b>

RATING	POINT RANGE
Highly Effective	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

## Principal Improvement Plan

A. The Principal Improvement Plan for a principal who is rated ineffective or developing through an annual professional performance review (APPR) shall be comprised of the following elements:

1. A clear and specific statement setting forth the area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
2. The length of a PIP for a probationary principal shall range between three (3) months and a semester in duration, as determined by the District. The length of a PIP shall be not less than a semester in duration nor extend beyond the current school year for a tenured principal, as determined by the District.

After the issuance of the PIP, the lead evaluator assigned to the building principal shall meet with the building principal at least once every four weeks to review his or her progress regarding the areas identified in the PIP. A writing describing the extent of progress, if any, will be issued within ten school days to the principal with consideration given to the efficacy of the supports, as well as any changes to the supports that seem warranted to the lead evaluator. At the conclusion of the PIP the lead evaluator shall issue a written statement that reflects upon the quality of the artifacts shared by the principal in the area(s) in need of improvement and the observational information viewed by the lead evaluator in such area(s), if applicable.

3. A statement of differentiated activities to support improvement that shall be developed in consultation with the principal, based upon the areas in the rubric that were deemed in need of support to enable an effective level of performance. The supports shall be objectively measurable and reasonable in nature; and may include but are not limited to: mentoring, in-service coursework, workshops, seminars, on-line training, written materials and/or other administrative assistance. The activities shall occur during regular work hours' provided, however, should the administrator agree to partake in activities beyond the hours of the work day, the District shall pay for the cost of such activities. Principals who participate in such activities shall be entitled to in-service credit as required by Article III (S) (2) and Article III (S) (3).
4. The manner of assessment of improvement that shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable). The manner(s) of assessment that the District intends to use to evaluate PIP progress shall be specifically set forth in the initial PIP document.

**PRINCIPAL IMPROVEMENT PLAN**

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

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent/Superintendent's Designee Signature

\_\_\_\_\_  
Date

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

(For a teacher who is rated ineffective or developing on his/her Composite APPR Evaluation)

1. The area(s) in need of improvement	2.The performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve an effective rating	3. How improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement	4. The anticipated frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned)


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

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

\_\_\_\_\_  
**Date**

**Date of Completion**  
 **Completed**  
 **Not Completed**

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Completion Date**

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature: Date: 5-1-13

*L. J. Keenan*

Teachers Union President Signature: Date: 5-1-13

*Gregory J. Wilson*

Administrative Union President Signature: Date: 5/1/13

*Sara K. Shuman*

Board of Education President Signature: Date: 5/1/13

*Dwight C. Ogden 5/1*