



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

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

September 25, 2012

Dr. Laval S. Wilson, Superintendent
Poughkeepsie City School District
Jane Bolin Administration Building
11 College Avenue
Poughkeepsie, NY 12603

Dear Superintendent Wilson:

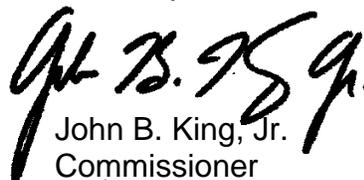
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: 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 Monday, June 18, 2012

Updated Wednesday, September 19, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 131500010000

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

131500010000

1.2) School District Name: POUGHKEEPSIE CITY SD

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

POUGHKEEPSIE CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

This plan is for the entire SIG district

1.4) Award Classification

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

-
- Systemic Supports for District and School Turnaround (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.

Annual (2012-13)

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

Created Monday, June 18, 2012

Updated Wednesday, September 19, 2012

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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	NWEA MAP ELA
1	State-approved 3rd party assessment	NWEA MAP ELA
2	State-approved 3rd party assessment	NWEA MAP 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

The assignment of HEDI categories will be based on the percentage of students who achieved the growth target. SLOs

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

for K-3 ELA will utilize the State approved Northwest Evaluation Association Measure of Academic Progress (MAP) ELA assessments. Grades k-2 will use the MAP for Primary Grades and grade 3 will use the standard MAP assessment. For grade 3, the Northwest Evaluation Association Measure of Academic Progress (MAP) assessment will be used as a pretest, and targets will be set for the 3rd Grade ELA State Assessment. For all other classes and grades, the same assessments will be used as a pretest and post test. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

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

Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

20 97% - 100%

19 93% - 96%

18 89% - 92%

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

Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

17 86% - 88%

16 84% - 85%

15 82% - 83%

14 80% - 81%

13 78% - 79%

12 76% - 77%

11 74% - 75%

10 72% - 73%

9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

8 65% - 68%

7 60% - 64%

6 55% - 59%

5 50% - 54%

4 40% - 49%

3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent

of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 2 17% - 28%
 1 5% - 16%
 0 Less than 5%

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	NWEA MAP Mathematics
1	State-approved 3rd party assessment	NWEA MAP Mathematics
2	State-approved 3rd party assessment	NWEA MAP Mathematics

	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.

The assignment of HEDI categories will be based on the percentage of students who achieved the growth target. SLOs for K-3 Math will utilize the State approved Northwest Evaluation Association Measure of Academic Progress (MAP) assessments. Grades k-2 will use the MAP for Primary Grades and grade 3 will use the standard MAP assessment. For grade 3, the Northwest Evaluation Association Measure of Academic Progress (MAP) Math assessment will be used as a pretest, and targets will be set for the 3rd Grade Math State Assessment. For all other classes and grades, the same assessments will be used as a pretest and post test. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

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

Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
 20 97% - 100%
 19 93% - 96%
 18 89% - 92%

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

Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89%

achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

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 16 84% - 85%
 15 82% - 83%
 14 80% - 81%
 13 78% - 79%
 12 76% - 77%
 11 74% - 75%
 10 72% - 73%
 9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

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 6 55% - 59%
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

2 17% - 28%
 1 5% - 16%
 0 Less than 5%

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	State-approved 3rd party assessment	NWEA MAP Science
7	State-approved 3rd party assessment	NWEA MAP Science
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The assignment of HEDI categories will be based on the percentage of students who achieved the growth target. SLOs for 6-8 Science will utilize the State approved Northwest Evaluation Association Measure of Academic Progress (MAP) Science assessments. For grade 8, the Northwest Evaluation Association Measure of Academic Progress (MAP) assessment will be used as a pretest, and targets will be set for the 8th Grade Science State Assessment. For all other classes and grades, the same assessments will be used as a pretest and post test. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

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

Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

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18 89% - 92%

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

Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

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11 74% - 75%

10 72% - 73%

9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

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5 50% - 54%

4 40% - 49%

3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent

of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 2 17% - 28%
 1 5% - 16%
 0 Less than 5%

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	Poughkeepsie-Developed 6th Grade SS Assessment
7	District, regional or BOCES-developed assessment	Poughkeepsie-Developed 7th Grade SS Assessment
8	District, regional or BOCES-developed assessment	Poughkeepsie-Developed 8th Grade SS 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.

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.	The assignment of HEDI categories will be based on the percentage of students who achieved the growth target. SLOs for Grade 6 - 8 Social Studies will utilize district developed Grade 6-8 Social Studies Assessments. The same assessments will be used as a pretest and post test. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>20 97% - 100% 19 93% - 96% 18 89% - 92%</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>17 86% - 88% 16 84% - 85% 15 82% - 83% 14 80% - 81% 13 78% - 79% 12 76% - 77%</p>

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

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Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

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 1 5% - 16%
 0 Less than 5%

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	Poughkeepsie-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.

The assignment of HEDI categories will be based on the percentage of students who achieved the growth target. SLOs for High School Global History and US History will utilize district developed high school social studies assessments. The same assessments will be used as a pretest and post test for

courses not ending in a Regents exam. For courses ending in a Regents exam, the Regents exam will be used as a post test. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

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

Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

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

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5 50% - 54%

4 40% - 49%

3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

2 17% - 28%

1 5% - 16%

0 Less than 5%

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.	The assignment of HEDI categories will be based on the percentage of students who achieved the growth target. SLOs for High School Science Regents Courses will utilize district developed high school science assessments. The same assessments will be used as a pretest and post test for courses not ending in a Regents exam. For courses ending in a Regents exam, the Regents exam will be used as a post test. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.
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9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

8 65% - 68%

7 60% - 64%

6 55% - 59%

5 50% - 54%

4 40% - 49%

3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

2 17% - 28%

1 5% - 16%

0 Less than 5%

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.

The assignment of HEDI categories will be based on the percentage of students who achieved the growth target. SLOs for High School Math Regents Courses will utilize district developed high school math assessments. The same assessments will be used as a pretest and post test for courses not ending in a Regents exam. For courses ending in a Regents exam, the Regents exam will be used as a post test. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>20 97% - 100%</p> <p>19 93% - 96%</p> <p>18 89% - 92%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>17 86% - 88%</p> <p>16 84% - 85%</p> <p>15 82% - 83%</p> <p>14 80% - 81%</p> <p>13 78% - 79%</p> <p>12 76% - 77%</p> <p>11 74% - 75%</p> <p>10 72% - 73%</p> <p>9 69% - 71%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>8 65% - 68%</p> <p>7 60% - 64%</p> <p>6 55% - 59%</p> <p>5 50% - 54%</p> <p>4 40% - 49%</p> <p>3 29% - 39%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>2 17% - 28%</p> <p>1 5% - 16%</p> <p>0 Less than 5%</p>

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	NWEA MAP ELA
Grade 10 ELA	State approved 3rd party assessment	NWEA MAP ELA
Grade 11 ELA	Regents assessment	Regents Assesment

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.

<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>The assignment of HEDI categories will be based on the percentage of students who achieved the growth target. SLOs for High School ELA will utilize the State approved Northwest Evaluation Association Measure of Academic Progress (MAP) ELA assessments. For grade 11, the Northwest Evaluation Association Measure of Academic Progress (MAP) assessment will be used as a pretest, and targets will be set for the 11th Grade Comprehensive English Regents State Assessment. For all other classes and grades, the same assessments will be used as a pretest and post test. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>20 97% - 100%</p> <p>19 93% - 96%</p> <p>18 89% - 92%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>17 86% - 88%</p> <p>16 84% - 85%</p> <p>15 82% - 83%</p> <p>14 80% - 81%</p> <p>13 78% - 79%</p> <p>12 76% - 77%</p> <p>11 74% - 75%</p> <p>10 72% - 73%</p> <p>9 69% - 71%</p>

Developing (3 - 8 points) Results are below District goals for similar students.	<p>Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>8 65% - 68%</p> <p>7 60% - 64%</p> <p>6 55% - 59%</p> <p>5 50% - 54%</p> <p>4 40% - 49%</p> <p>3 29% - 39%</p>
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>2 17% - 28%</p> <p>1 5% - 16%</p> <p>0 Less than 5%</p>

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Grades 1 -12 Physical Education inclusive of High School Other Courses	District, Regional or BOCES-developed	BOCES- Developed Grade 1-12 Physical Education Assessments
Grades 1 -12 Art inclusive of Other High School Courses requiring SLOs (i.e. Ceramics)	District, Regional or BOCES-developed	BOCES Developed Grade 1- 12 ArtAssessments
Grades 1 -12 Music Inclusive of Other High School Courses requiring an SLO	District, Regional or BOCES-developed	BOCES Developed Grade 1-12 Music Assessments
Grades 1 -12 Library/Media and Technology	State-approved 3rd party assessment	NWEA MAP ELA
1- 5 ESL Teachers	School/BOCES-wide/group/team results based on State	Building-wide NYS ELA Assessment results
1 - 8 Title I Reading	School/BOCES-wide/group/team results based on State	Building-wide NYS ELA Assessment resultsA and Math Composite Scores
K - 12 ESL	State-approved 3rd party assessment	NWEA ELA MAP
Middle School and High School Health Courses	District, Regional or BOCES-developed	BOCES Developed Middle Level and High School Level Health Assessments
Grade 8 Living Environment	State Assessment	NYS Living Environment Regents Exam
Grade 8 Integrated Algebra	State Assessment	NYS 8th Grade Mathematics Assessment

1 -8 Title 1 Math	State-approved 3rd party assessment	NWEA MAP Math
Title I 1/2 day Kindergarten	State-approved 3rd party assessment	NWEA MAP ELA/Math
Grade 12 ELA High School Courses and other ELA Elective Courses requiring an SLO (i.e. Dual College Credit Courses)	District, Regional or BOCES-developed	District - Grade 12 ELA Developed Assessments
Foreign Language 7 -12	District, Regional or BOCES-developed	BOCES Developed Grade 7-12 Foreign Language Assessments
Home and Career Skills	District, Regional or BOCES-developed	BOCES Developed Home and Career Skills Assessments
Grade 12 Social Studies Participation and Government, Economics and other Social Studies Elective Courses requiring an SLO	District, Regional or BOCES-developed	District - Developed Grade 12 Social Studies Assessments
High School Other Science Courses requiring an SLO (i.e. Forensics)	District, Regional or BOCES-developed	District Developed High School Science Assessments for other than Regents Science Courses
High School Other Math Courses requiring an SLO (i.e. Financial Algebra)	District, Regional or BOCES-developed	District Developed High School Math Assessment for other than Regents Math Courses
Freshman Seminar/Career Choices	District, Regional or BOCES-developed	District Developed Freshman Seminar Assessments
Math AIS 9 -12 for Teachers requiring an SLO	State-approved 3rd party assessment	NWEA Math MAP

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

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

The assignment of HEDI categories will be based on the percentage of students who achieved the growth target. SLOs for all other courses will utilize the State approved Northwest Evaluation Association Measure of Academic Progress (MAP) or a BOCES or locally developed assessment. For Courses that end in a State Assessment for example, Middle School Integrated Algebra and Middle School Living Environment a locally developed diagnostic test will be used as pretest to establish a baseline and set growth targets for the appropriate state assessment. For all other classes and grades, the same assessments will be used as a pretest and post test. Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

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

Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 20 97% - 100%

19 93% - 96%
18 89% - 92%

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

Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
17 86% - 88%
16 84% - 85%
15 82% - 83%
14 80% - 81%
13 78% - 79%
12 76% - 77%
11 74% - 75%
10 72% - 73%
9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
8 65% - 68%
7 60% - 64%
6 55% - 59%
5 50% - 54%
4 40% - 49%
3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
2 17% - 28%
1 5% - 16%
0 Less than 5%

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)

[assets/survey-uploads/5364/143639-avH4IQNZMh/Form 2_10_All Other Courses-1.doc](#)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/143639-TXEttx9bQW/HEDI 1 MAP Growth.doc.docx](#)

2.12) Locally Developed Controls

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

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

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: http://usny.nysed.gov/rtt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Monday, June 18, 2012

Updated Wednesday, September 19, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	NWEA MAP ELA
5	4) State-approved 3rd party assessments	NWEA MAP ELA
6	4) State-approved 3rd party assessments	NWEA MAP ELA
7	4) State-approved 3rd party assessments	NWEA MAP ELA
8	4) State-approved 3rd party assessments	NWEA MAP 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>To assign teachers to HEDI categories, we will assume a teacher effect centered on 10.5. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (10.5) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average Ineffective: Less than -2.4 standard deviations below average</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>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 14 0.9 1.2 15 1.2</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 8 -0.9 -0.6 9 -0.6 -0.3 10 -0.3 0.0 11 0.0 0.3 12 0.3 0.6 13 0.6 0.9</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 3 -2.4 -2.1 4 -2.1 -1.8</p>

5 -1.8 -1.5
 6 -1.5 -1.2
 7 -1.2 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 0 -3.0
 1 -3.0 -2.7
 2 -2.7 -2.4

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	NWEA MAP Math
5	4) State-approved 3rd party assessments	NWEA MAP Math
6	4) State-approved 3rd party assessments	NWEA MAP Math
7	4) State-approved 3rd party assessments	NWEA MAP Math
8	4) State-approved 3rd party assessments	NWEA MAP Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

To assign teachers to HEDI categories, we will assume a teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (10.5)
 Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average
 Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average
 Ineffective: Less than -2.4 standard deviations below average

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
14 0.9 1.2
15 1.2

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
8 -0.9 -0.6
9 -0.6 -0.3
10 -0.3 0.0
11 0.0 0.3
12 0.3 0.6
13 0.6 0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.4 -2.1
4 -2.1 -1.8
5 -1.8 -1.5
6 -1.5 -1.2
7 -1.2 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -3.0
1 -3.0 -2.7
2 -2.7 -2.4

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>With the goal of building literacy in the district, the assignment of HEDI Categories for each teacher will be based on the percentage of students who achieved the growth target. SLOs for Grade k-3 ELA will be based on the Reading component of the State approved Northwest Evaluation Association Measure of Academic Progress (MAP). Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the spring administration scores of the MAP assessment to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.</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>Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>20 97% - 100%</p> <p>19 93% - 96%</p> <p>18 89% - 92%</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>17 86% - 88%</p> <p>16 84% - 85%</p> <p>15 82% - 83%</p> <p>14 80% - 81%</p> <p>13 78% - 79%</p>

12 76% - 77%
 11 74% - 75%
 10 72% - 73%
 9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

8 65% - 68%
 7 60% - 64%
 6 55% - 59%
 5 50% - 54%
 4 40% - 49%
 3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

2 17% - 28%
 1 5% - 16%
 0 Less than 5%

3.5) Grades K-3 Math

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

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

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

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

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

With the goal of building literacy in the district, the assignment of HEDI Categories for each teacher will be based on the percentage of students who achieved the growth target. SLOs for Grade k-3 Math will be based on the Reading component of the State approved Northwest Evaluation Association Measure of Academic Progress (MAP). Individual growth targets will be set based on the pretest of the students assigned to the teacher.

Students' pretest scores will be the baseline and will be compared to the spring administration scores of the MAP assessment to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

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

Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
20 97% - 100%
19 93% - 96%
18 89% - 92%

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

Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
17 86% - 88%
16 84% - 85%
15 82% - 83%
14 80% - 81%
13 78% - 79%
12 76% - 77%
11 74% - 75%
10 72% - 73%
9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
8 65% - 68%
7 60% - 64%
6 55% - 59%
5 50% - 54%
4 40% - 49%
3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
2 17% - 28%
1 5% - 16%
0 Less than 5%

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	4) State-approved 3rd party assessments	NWEA MAP Reading
7	4) State-approved 3rd party assessments	NWEA MAP Reading
8	4) State-approved 3rd party assessments	NWEA MAP Reading

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.	With the goal of building literacy in the district, the assignment of HEDI Categories for each teacher will be based on the percentage of students who achieved the growth target. SLOs for Grade 6-8 Science will be based on the Reading component of the State approved Northwest Evaluation Association Measure of Academic Progress (MAP). Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the spring administration scores of the MAP assessment to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>20 97% - 100%</p> <p>19 93% - 96%</p> <p>18 89% - 92%</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>17 86% - 88%</p> <p>16 84% - 85%</p> <p>15 82% - 83%</p> <p>14 80% - 81%</p> <p>13 78% - 79%</p> <p>12 76% - 77%</p> <p>11 74% - 75%</p> <p>10 72% - 73%</p> <p>9 69% - 71%</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with</p>

upper and lower bounds denoted percent of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 8 65% - 68%
 7 60% - 64%
 6 55% - 59%
 5 50% - 54%
 4 40% - 49%
 3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 2 17% - 28%
 1 5% - 16%
 0 Less than 5%

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	4) State-approved 3rd party assessments	NWEA MAP Reading
7	4) State-approved 3rd party assessments	NWEA MAP Reading
8	4) State-approved 3rd party assessments	NWEA MAP Reading

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.

With the goal of building literacy in the district, the assignment of HEDI Categories for each teacher will be based on the percentage of students who achieved the growth target. SLOs for Grade 6-8 Social Studies will be based on the Reading component of the State approved Northwest Evaluation Association Measure of Academic Progress (MAP). Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the spring administration scores of the MAP assessment to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

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

Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the

distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 20 97% - 100%
 19 93% - 96%
 18 89% - 92%

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

Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 17 86% - 88%
 16 84% - 85%
 15 82% - 83%
 14 80% - 81%
 13 78% - 79%
 12 76% - 77%
 11 74% - 75%
 10 72% - 73%
 9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 8 65% - 68%
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 6 55% - 59%
 5 50% - 54%
 4 40% - 49%
 3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 2 17% - 28%
 1 5% - 16%
 0 Less than 5%

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	4) State-approved 3rd party assessments	NWEA MAP Reading
Global 2	4) State-approved 3rd party assessments	NWEA MAP Reading
American History	4) State-approved 3rd party assessments	NWEA MAP Reading

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	With the goal of building literacy in the district, the assignment of HEDI Categories for each teacher will be based on the percentage of students who achieved the growth target. SLOs for High School Social Studies will be based on the Reading component of the State approved Northwest Evaluation Association Measure of Academic Progress (MAP). Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the spring administration scores of the MAP assessment to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>20 97% - 100%</p> <p>19 93% - 96%</p> <p>18 89% - 92%</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>17 86% - 88%</p> <p>16 84% - 85%</p> <p>15 82% - 83%</p> <p>14 80% - 81%</p> <p>13 78% - 79%</p> <p>12 76% - 77%</p> <p>11 74% - 75%</p> <p>10 72% - 73%</p> <p>9 69% - 71%</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with</p>

upper and lower bounds denoted percent of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 8 65% - 68%
 7 60% - 64%
 6 55% - 59%
 5 50% - 54%
 4 40% - 49%
 3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.
 APPR Point Percent of Class Achieving Growth Target
 2 17% - 28%
 1 5% - 16%
 0 Less than 5%

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	4) State-approved 3rd party assessments	NWEA MAP Reading
Earth Science	4) State-approved 3rd party assessments	NWEA MAP Reading
Chemistry	4) State-approved 3rd party assessments	NWEA MAP Reading
Physics	4) State-approved 3rd party assessments	NWEA MAP Reading

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

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

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

With the goal of building literacy in the district, the assignment of HEDI Categories for each teacher will be based on the percentage of students who achieved the growth target. SLOs for High School Science will be based on the Reading component of the State approved Northwest Evaluation Association Measure of Academic Progress (MAP). Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the spring administration scores of the MAP assessment to determine growth. The percentage of students meeting the growth target will be

converted to a scale score of 0 to 20.

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

Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

20 97% - 100%

19 93% - 96%

18 89% - 92%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

8 65% - 68%

7 60% - 64%

6 55% - 59%

5 50% - 54%

4 40% - 49%

3 29% - 39%

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

Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

17 86% - 88%

16 84% - 85%

15 82% - 83%

14 80% - 81%

13 78% - 79%

12 76% - 77%

11 74% - 75%

10 72% - 73%

9 69% - 71%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

2 17% - 28%

1 5% - 16%

0 Less than 5%

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	4) State-approved 3rd party assessments	NWEA MAP Math
Geometry	4) State-approved 3rd party assessments	NWEA MAP Math
Algebra 2	4) State-approved 3rd party assessments	NWEA MAP Math

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The assignment of HEDI Categories for each teacher will be based on the percentage of students who achieved the growth target. SLOs for high school Math will be based on the Math component of the State approved Northwest Evaluation Association Measure of Academic Progress (MAP). Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the spring administration scores of the MAP assessment to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.</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>Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>20 97% - 100%</p> <p>19 93% - 96%</p> <p>18 89% - 92%</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.</p> <p>APPR Point Percent of Class Achieving Growth Target</p> <p>17 86% - 88%</p> <p>16 84% - 85%</p> <p>15 82% - 83%</p> <p>14 80% - 81%</p> <p>13 78% - 79%</p> <p>12 76% - 77%</p> <p>11 74% - 75%</p> <p>10 72% - 73%</p>

9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

8 65% - 68%

7 60% - 64%

6 55% - 59%

5 50% - 54%

4 40% - 49%

3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

2 17% - 28%

1 5% - 16%

0 Less than 5%

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	4) State-approved 3rd party assessments	NWEA MAP Reading
Grade 10 ELA	4) State-approved 3rd party assessments	NWEA MAP Reading
Grade 11 ELA	4) State-approved 3rd party assessments	NWEA MAP Reading

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

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

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

With the goal of building literacy in the district, the assignment of HEDI Categories for each teacher will be based on the percentage of students who achieved the growth target. SLOs for high school ELA will be based on the Reading component of the State approved Northwest Evaluation Association Measure of Academic Progress (MAP). Individual growth targets will be set based on the pretest of the students assigned to the teacher.

Students' pretest scores will be the baseline and will be compared to the spring administration scores of the MAP assessment to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

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

Within the category of Highly Effective, those teachers whose class exceeded expectations and showed greater than or equal to 89% of the class achieving growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
20 97% - 100%
19 93% - 96%
18 89% - 92%

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

Within the category of Effective, those teachers whose class shows greater than or equal to 69% and less than 89% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
17 86% - 88%
16 84% - 85%
15 82% - 83%
14 80% - 81%
13 78% - 79%
12 76% - 77%
11 74% - 75%
10 72% - 73%
9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
8 65% - 68%
7 60% - 64%
6 55% - 59%
5 50% - 54%
4 40% - 49%
3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target
2 17% - 28%
1 5% - 16%
0 Less than 5%

3.12) All Other Courses

16 84% - 85%
15 82% - 83%
14 80% - 81%
13 78% - 79%
12 76% - 77%
11 74% - 75%
10 72% - 73%
9 69% - 71%

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

Within the category of Developing, those teachers whose class shows greater than or equal to 29% and less than 69% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

8 65% - 68%
7 60% - 64%
6 55% - 59%
5 50% - 54%
4 40% - 49%
3 29% - 39%

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

Within the category of Ineffective, those teachers whose class shows less than 29% achievement of growth target, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving growth target.

APPR Point Percent of Class Achieving Growth Target

2 17% - 28%
1 5% - 16%
0 Less than 5%

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.

(No response)

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.

none

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For teachers who will be required to have more than one measure. The following formula will be used to combine the HEDI scores.

$((\text{points on measure 1}) \times (\text{number of students}) + (\text{points on measure 2}) \times (\text{number of students}) + \dots + (\text{points on measure N}) \times (\text{number of students})) / \text{total number of students}$.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, June 18, 2012

Updated Wednesday, September 19, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

All teachers as indicated in the guidance document

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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.

The district has decided to provide the same distribution of points (60points) for Tenured and Probationary Teachers utilizing the NYSUT Teacher Practice Rubric. However, tenured teachers will have one formal observation while probationary teachers will have second Observation/Evaluation utilizing the NYSUT Teacher Practice Rubric. The distribution of points will be as follows: 40 points will be allocated to the observation/evaluation process, which encompasses formal observations, and unannounced observations as indicated below in sections 4.6 and 4.7. 10 points will be allocated to Standard 6, Professional Responsibility and Collaboration using the NYSUT Rubric. Each of the 16 performance indicators will be rated on a scale of 1 to 4 with one being the lowest. The sum of the points will be multiplied by 10 then divided by 64 to determine the number of points earned for standard 6. 10 points will be allocated to Standard 7, Professional Growth using the NYSUT Rubric. Each of the 7 performance indicators will be rated on a scale of 1 to 4 with one being the lowest. The sum of the points will be multiplied by 10 then divided by 28 to determine the number of points earned

for standard 7. Teachers will maintain a portfolio of artifacts for example: professional goals, summaries of professional growth activities, summaries of conferences attended, and indicators of collaborations relative to Standard 6 and 7. The calculation of the 60 points will be done through the My Learning Plan OASYS platform.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Highly effective teachers are those who perform above the level of expectation. Their overall performance demonstrates superior understanding and application of the majority of the elements and indicators of the New York State Teaching Standards. The combined scores for all items will range from 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective teachers are those who perform at a level expected of teaching professional. Their overall performance demonstrates proficient understanding and application of the majority of the elements and indicators of the New York State Teaching Standards. The combined scores for all items will range from 57 - 58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing teachers are those who perform at a level somewhat below expectations. Their overall performance demonstrates a less than proficient understanding and application of the majority of the elements and indicators of the New York State Teaching Standards. The combined scores for all items will range from 49-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective teachers are those who perform at a level below expectations. Their overall performance demonstrates lack of proficient understanding and application of the majority of the elements and indicators of the New York State Teaching Standards. The combined scores for all items will range from 0-48 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	49 - 56
Ineffective	0 - 48

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	2
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	1
Informal/Short	1

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	1
Informal/Short	1

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Wednesday, September 05, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	49-56
Ineffective	0-48

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, June 18, 2012

Updated Thursday, September 20, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/143644-Df0w3Xx5v6/TIP2013 HM-1.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:

Addendum A -- Title "Appeals Process" indicates the procure for ensuring that appeals of APPR evaluation will be handled in a time and expeditious way. The process has been collaboratively agreed to between PPSTA and the Poughkeepsie City School District. Please review below.

ADDENDUM A

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY SCHOOL DISTRICT, hereinafter referred to as "The District, and "THE POUGHKEEPSIE PUBLIC SCHOOL TEACHERS ASSOCIATION, hereinafter referred to as "PPSTA."

WHEREAS Education Law § 3012-c and Part 30-2 and Regents Rules for APPR Compliance requires an appeals process;

A. NOWHEREFORE, the District and PPSTA agree to the following 3 Tier Appeals Process for tenured PPSTA Members during the 2012-13 school year only: The Tier 1 Appeal is to the Assistant Superintendent for Human Resources. The Tier 2 Appeal is to the Superintendent. The Tier 3 Appeal is to an Arbitrator. The Tier 3 Appeal is only for tenured PPSTA Members who have received two (2) consecutive composite score ratings of "Ineffective." The Tier 3 Appeal does not apply to the TIP process and does not apply to probationary teachers.

B. The Superintendent and all designees shall be trained in accordance with the requirements of statute and regulations. The administrators must also possess appropriate New York State School Administration Certification.

C. Notwithstanding, the implementation of the 3 Tier Appeal Process, a TIP will commence within ten (10) days of the school year, or ten (10) days after the receipt of the APPR but in no case later than ten (10) days from the beginning of the school year.

D. A PPSTA member who is rated "Ineffective" of the NYSUT Teacher Practice Rubric, on his or her annual evaluation composite score shall be entitled to appeal the rating.

a. Tier 1: An appeal of the rating must commence within fifteen (15) days of the presentation of the document to the PPSTA Member or else the right to appeal shall be deemed waived in all regards.

b. The Appeal must be brought in writing to the Assistant Superintendent for Human Resources, 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.

c. The written Appeal will be placed in the Personnel File.

E. Within fifteen (15) days of receipt of the Appeal, the Assistant Superintendent for Human Resources will meet with the PPSTA Member, the evaluator, and the PPSTA President. The purpose of the meeting will be for the Assistant Superintendent for Human Resources to:

a. Collaboratively review the Appeal.

b. Determine if the evidence and actions are appropriate.

F. Within fifteen (15) days of the meeting on the Appeal, the Assistant Superintendent for Human Resources shall respond to the Appeal with a written response granting the Appeal and directing further administrative action or denying the Appeal.

a. In the event that the Appeal is granted by the Assistant Superintendent for Human Resources, the annual evaluation composite score shall be changed within five (5) days.

b. In the event that the Appeal is denied by the Assistant Superintendent for Human Resources, the PPSTA member may appeal to the Superintendent.

G. Tier 2: An appeal to the Superintendent must commence within five (5) days of the presentation of the appeal document to the PPSTA Member or else the right to appeal shall be deemed waived in all regards.

a. The Appeal must be brought in writing to the Superintendent, 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.

b. The written Appeal will be placed in the Personnel File.

c. Within fifteen (15) days of the presentation of the document, the Superintendent shall respond to the Appeal with a written answer granting the appeal and directing further administrative action or denying the Appeal.

d. In the event that the Appeal is granted by the Superintendent, the annual evaluation composite score shall be changed within five (5) days.

e. In the event that the Appeal is denied by the Superintendent, the decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

H. Tier 3: Notwithstanding the above, in the event that a tenured PPSTA Member has received two consecutive composite score ratings of Ineffective, the third tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PPSTA Member improvement plan.

a. An appeal to an arbitrator must commence within five days of the receipt of the second consecutive composite score rating of Ineffective or else the right to appeal shall be deemed waived in all regards.

b. Notwithstanding the above, in the event that a tenured teacher has received two (2) consecutive “Ineffective” APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the teacher improvement plan. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the principal prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator 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 the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured teacher 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.

c. In order to take advantage of the procedure outlined above, the tenured PPSTA Member must consent to the use of the arbiter should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured PPSTA Member is unwilling to do so, the third tier appeal shall be heard by the Superintendent.

I. A PPSTA Member 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. It is understood that the Superintendent and all designees shall all be trained in accordance with the requirements of statute and regulations. The administrator must also possess appropriate New York State School Administration Certification.

a. An appeal of the TIP must commence within five (5) days of the presentation of the document to the PPSTA Member or else the right to appeal shall be deemed waived in all regards.

b. The Appeal must be brought in writing to the Assistant Superintendent for Human Resources and the PPSTA president , 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.

c. The written Appeal will be placed in the Personnel File.

J. Within fifteen (15) days of receipt of the Appeal of the TIP, the Assistant Superintendent for Human Resources will meet with the PPSTA Member, the evaluator, and the PPSTA President. The purpose of the meeting will be for the Assistant Superintendent for Human Resources to:

a. Collaboratively review the Appeal.

b. Determine if the evidence and actions are appropriate.

K. Within ten (10) days, the Assistant Superintendent for Human Resources shall respond to the Appeal of the TIP with a written response granting the Appeal and directing further administrative action or denying the Appeal of the TIP.

a. In the event that the Appeal is granted by the Assistant Superintendent for Human Resources, the annual evaluation TIP shall be eliminated within five (5) days so long as the Appeal obviates the need for the TIP in compliance with Education Law 3012-c.

b. In the event that the Appeal is denied by the Assistant Superintendent for Human Resources, the PPSTA member may appeal to the Superintendent.

L. An appeal of the TIP to the Superintendent must commence within five days of the presentation of the TIP recommendation to the PPSTA Member or else the right to appeal shall be deemed waived in all regards.

a. The Appeal must be brought in writing to the Superintendent, 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.

b. The written Appeal will be placed in the Personnel File.

c. Within ten (10) days, the Superintendent shall respond to the Appeal with a written answer granting the appeal and directing further administrative action or denying the Appeal.

d. In the event that the Appeal is granted by the Superintendent, the TIP requirement will be eliminated within five (5) days so long as the Appeal obviates the need for the TIP in compliance with Education Law 3012-c.

M. In the event that the Appeal of the TIP is denied by the Superintendent, the decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

So agreed this 29th day of June 2012

For the District For the Association

*Dr. Laval S. Wilson Ms. Debra Ann Kardas
Superintendent of Schools PPSTA President*

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Poughkeepsie City School District has been a part of Innovation with the AFT and NYSUT. Between PPSTA and the District we have worked collaboratively to train not only our administrators in observation/evaluation for the NYSUT Teacher Practice Rubric but, we have also trained potential Peer Assistance Review (PAR) Teachers. Designated staff members in the district will undergo specific training and become certified to continue new training for newly hired administrators and also to re-certify lead evaluators. The process the district will undertake to ensure inter-rater reliability is the implementation of Peer Assistance Review for observation/evaluation. Having more than one person providing evidence to the observation has worked effectively. This past school year, the Poughkeepsie High School, under the School Improvement Grant underwent this process as a piloted program. Overall, it proved to be successful and the district has invested to hire a full time PAR Coordinator to work closely and collaboratively with building administration.

The Poughkeepsie City School District consistently holds monthly administrative leadership workshops. During specific training sessions administrators will evaluate video taped lessons and compare and discussed lesson component ratings. Embedded professional development will take place at the Poughkeepsie Middle School where a one way mirror classroom has been installed in order to provide opportunities for lead evaluators to work collaboratively and dialogue regarding evidence based observation practices.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Wednesday, September 19, 2012

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

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

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

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):

1-5
6-8
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
PreK-Kindergarten	State-approved 3rd party assessment	NWEA MAP ELA and Math

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.	The assignment of HEDI Categories for each principal will be based on the percentage of students in the building who met their growth target on the ELA and Math Component of the NWEA MAP Assessment between the Fall and Spring Assessment Periods. Principals will be assigned to the HEDI Categories according to the following cut points. Highly Effective: Greater than or equal to 89% of the students in the building showing positive growth. Effective: Greater than or equal to 69% and less than 89% of the students in the building showing positive growth. Developing: Greater than or equal to 29% and less than 69% of the students in the building showing positive growth. Ineffective: Less than 29% of the students in the building showing positive growth.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Within the category of Highly Effective, those principals whose schools exceeded expectations and showed greater than or equal to 89% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth. APPR Point Positive Growth Range 20 97% - 100% 19 93% - 96% 18 89% - 92%

<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Within the category of Effective, those principals whose school shows greater than or equal to 69% and less than 88% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth.</p> <p>APPR Point Positive Growth Range</p> <p>17 86% - 88%</p> <p>16 84% - 85%</p> <p>15 82% - 83%</p> <p>14 80% - 81%</p> <p>13 78% - 79%</p> <p>12 76% - 77%</p> <p>11 74% - 75%</p> <p>10 72% - 73%</p> <p>9 69% - 71%</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Within the category of Developing, those principals whose schools shows greater than or equal to 29% and less than 69% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth.</p> <p>APPR Point Positive Growth Range</p> <p>8 65% - 68%</p> <p>7 60% - 64%</p> <p>6 55% - 59%</p> <p>5 50% - 54%</p> <p>4 40% - 49%</p> <p>3 29% - 39%</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>Within the category of Ineffective, those principals school shows less than 29% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth.</p> <p>APPR Point Positive Growth Range</p> <p>2 17% - 28%</p> <p>1 5% - 16%</p> <p>0 Less than 5%</p>

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

No adjustments at this time. Review will be conducted for possible adjustment in the future.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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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
1-5	(d) measures used by district for teacher evaluation	NWEA MAP Reading
6-8	(d) measures used by district for teacher evaluation	NWEA MAP Reading
9-12	(d) measures used by district for teacher evaluation	NWEA MAP Reading

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>With the goal of building literacy in the district, the assignment of HEDI Categories for each principal will be based on the percentage of students in the building who showed a positive growth in RIT scores on the Readings Component of the NWEA MAP Assessment between the Fall and Spring Assessment Periods. Grades K through 2 will use the MAP for Primary Assessment and grades 3 - 12 will use the standard NWEA MAP Assessment. Principals will be assigned to the HEDI Categories according to the following cut points. Highly Effective: Greater than or equal to 89% of the students in the building showing positive growth. Effective: Greater than or equal to 69% and less than 89% of the students in the building showing positive growth. Developing: Greater than or equal to 29% and less than 69% of the students in the building showing positive growth. Ineffective: Less than 29% of the students in the building showing positive growth.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or</p>	<p>Within the category of Highly Effective, those principals whose buildings exceeded expectations and showed greater than or</p>

<p>achievement for grade/subject.</p>	<p>equal to 89% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth. APPR Point Positive Growth Range 15 93%-100% 14 89% - 94%</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those principals whose schools shows greater than or equal to 69% and less than 89% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth. APPR Point Positive Growth Range 13 84% - 88% 12 82% - 83% 11 78% - 81% 10 76% - 77% 9 72% - 74% 8 69% - 71%</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those principals whose buildings shows greater than or equal to 29% and less than 69% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth. APPR Point Positive Growth Range 7 60% - 68% 6 55% - 59% 5 50% - 54% 4 40% - 49% 3 29% - 39%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Ineffective, those principals whose buildings shows less than 29% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth. APPR Point Positive Growth Range 2 17% - 28% 1 5% - 16% 0 Less than 5%</p>

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.

(No response)

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
Pre K-Kindergarten	(d) measures used by district for teacher evaluation	NWEA MAP Reading

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>With the goal of building literacy in the district, the assignment of HEDI Categories for each principal will be based on the percentage of students in the building who achieved their growth target on the Readings Component of the NWEA MAP Assessment between the Fall and Spring Assessment Periods. Principals will be assigned to the HEDI Categories according to the following cut points.</p> <p>Highly Effective: Greater than or equal to 89% of the students in the building showing positive growth.</p> <p>Effective: Greater than or equal to 69% and less than 89% of the students in the building showing positive growth.</p> <p>Developing: Greater than or equal to 29% and less than 69% of the students in the building showing positive growth.</p> <p>Ineffective: Less than 29% of the students in the building showing positive growth.</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>Within the category of Highly Effective, those principals whose buildings exceeded expectations and showed greater than or equal to 89% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth.</p> <p>APPR Point Positive Growth Range</p> <p>20 97% - 100%</p> <p>19 93% - 96%</p> <p>18 89% - 92%</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those principals whose schools shows greater than or equal to 69% and less than 89% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth.</p> <p>APPR Point Positive Growth Range</p> <p>17 86% - 88%</p> <p>16 84% - 85%</p> <p>15 82% - 83%</p> <p>14 80% - 81%</p> <p>13 78% - 79%</p> <p>12 76% - 77%</p> <p>11 74% - 75%</p> <p>10 72% - 73%</p> <p>9 69% - 71%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those principals whose buildings shows greater than or equal to 29% and less than 69% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and</p>

lower bounds denoted percent of students achieving positive growth.
 APPR Point Positive Growth Range
 8 65% - 68%
 7 60% - 64%
 6 55% - 59%
 5 50% - 54%
 4 40% - 49%
 3 29% - 39%

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

Within the category of Ineffective, those principals whose buildings shows less than 29% positive growth, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted percent of students achieving positive growth.
 APPR Point Positive Growth Range
 2 17% - 28%
 1 5% - 16%
 0 Less than 5%

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No Controls

8.4) Principals with More Than One Locally Selected Measure

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

The district wide goal of improving reading for all staff except those using the VARC will eliminate the need to combine multiple local measures.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent

Check

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

9. Other Measures of Effectiveness (Principals)

Created Monday, June 18, 2012

Updated Friday, September 21, 2012

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9.1) Principal Practice Rubric

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

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

The Reeves Leadership Performance Matrix

(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]	40
---	----

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.	20
--	----

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district has decided to provide the same distribution of points for Tenured and Probationary designated building level administrators utilizing the Reeves Leadership Performance Matrix. The parties agreed for the 2012-2013 school year only, to incorporate multiple visits, of which at least one must be unannounced, for conducting the Reeves Leadership Performance Matrix for establishment of a composite score of 40 points. The Superintendent and/or the Assistant Superintendents for Curriculum and Instruction, Pupil Personnel Services and Human Resources (Supervisors) will ensure that probationary building level administrators receive a minimum of 1 more visit than tenured administrators.

The distribution of points will be as follows: 40 points of the building level administrators' evaluation will be designated toward the observation / evaluation process based on the Reeves Leadership Performance Matrix. To obtain a rating, the administrator shall be evaluated on the following areas: Resilience (4 points), Personal Behavior (4 points), Student Achievement (4 points), Decision Making (5 points), Communication (4 points), Faculty Development (4 points), Leadership Development (3 points), Time Task (4 points), Technology (5 points), and Personal Professional Learning (3 points) for a maximum of 40 total points possible.

Then (10) points will be assigned to the administrator's ability to improve teacher effectiveness based on the goals established by the District (Evidence of Success). Each administrator will assemble a portfolio of artifacts demonstrating their work in improving teacher effectiveness. Examples of artifacts will include, copies of teacher evaluations, walk-through reports, minutes of teacher meetings and notes of informal conversations. In order to ensure inter-rater reliability the evaluators will be trained on the district developed rubric. Ten (10) points will be assigned to demonstration of how the administrator improved Academic Results/ School Learning Environment. A collection of artifacts will be assembled into a portfolio which will be reviewed using a district approved rubric. Examples of artifacts include, analysis of standardized of state wide test results, minutes of SLO preparation meetings and interim check-ups, evidence of professional growth from conferences or trainings and other documentation of attempts to improve the learning environment. In order to ensure inter-rated reliability the evaluators will be trained on the district developed rubric.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	A highly effective rating will be given to designated building level administrators performing at higher level than typically expected. Their overall performance demonstrates mastery level understanding of instruction, leadership and their application based on the Reeves Leadership Performance Matrix as well as ensuring that evidence gathered for improving teacher effectiveness and improving academic
---	---

results/ school learning environment is exemplary based on the district's rubric. The combined scores for all items will range from 59 - 60 points.

Effective: Overall performance and results meet standards.

A rating of effective will be given to designated building level administrators performing at the level typically expected. Their overall performance demonstrates a partial mastery level understanding of instruction, leadership and their application based on the Reeves Leadership Performance Matrix as ensuring that evidence gathered for improving teacher effectiveness and improving academic results/ school learning environment is satisfactory based on the district's rubric. The combined scores for all items will range from 57 - 58 points.

Developing: Overall performance and results need improvement in order to meet standards.

A rating of developing will be given to designated building level administrators not performing at the level typically expected of a principal and its determined that he or she needs to make improvements in order to become effective or highly effective. The evidence gathered for improving teacher effectiveness and improving academic results/ school learning environment may or may not be satisfactory based on the district's rubric. The combined scores for items will range from 49 - 56.

Ineffective: Overall performance and results do not meet standards.

A rating of ineffective will be given to designated building level administrators with unsatisfactory performance, as rate by the Reeves Leadership Performance Matrix. The evidence gathered for improving teacher effectiveness and improving academic results/ school learning environment may or may not be satisfactory based on the district's rubric. The combined scores all items will range from 0 - 48.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

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	7
By trained administrator	0
By trained independent evaluator	0
Enter Total	7

Tenured Principals

By supervisor	6
By trained administrator	0
By trained independent evaluator	0
Enter Total	6

10. Composite Scoring (Principals)

Created Monday, June 18, 2012

Updated Wednesday, September 05, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	49-56
Ineffective	0-48

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 Monday, June 18, 2012

Updated Thursday, September 20, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/143649-Df0w3Xx5v6/PPSAA PIP Chart 2012-13.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:

Addendum C -- Title "Appeals Process" indicates the procure for ensuring that appeals of APPR evaluation will be handled in a timely and expeditious way. The process has been collaboratively agreed to between PPSAA and the Poughkeepsie City School District. Please review below.

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY

SCHOOL DISTRICT, hereinafter referred to as "The District, and "THE POUGHKEEPSIE PUBLIC SCHOOL ADMINISTRATOR'S ASSOCIATION, hereinafter referred to as "PPSAA."

WHEREAS Education Law § 3012-c and Part 30-2 and Regents Rules for APPR Compliance requires an appeals process;

A. NOWHEREFORE, the District and the PPSAA agree to the following 3 Tier Appeals Process for tenured PPSAA members during the 2012-13 school year only. The Tier 1 Appeal is to the Superintendent's Designee. The Tier 2 Appeal is to the Superintendent. The Tier 3 Appeal is to an Arbiter. The Tier 3 Appeal is only for the tenured PPSAA members who have received two consecutive composite score ratings of "Ineffective." The Tier 3 Appeal does not apply to the PIP process and does not apply to probationary administrators.

B. The Superintendent and all designees shall be trained in accordance with the requirements of statute and regulations. The administrator must also possess appropriate New York State School Administration Certification.

C. Notwithstanding, the implementation of the 3 Tier Appeal Process, a PIP will commence within ten (10) days of the school year, or ten (10) days after the receipt of the APPR but in no case later than ten (10) days from the beginning of the school year.

D. A PPSAA member who is rated "Ineffective" on the total composite rating of the Reeves Leadership Performance Matrix, on his or her annual evaluation composite score shall be entitled to appeal the rating.

Tier 1: An appeal of the rating must commence within fifteen (15) days of the presentation of the document to the PPSAA member or else the right to appeal shall be deemed waived in all regards.

a. The Appeal must be brought in writing to the Superintendent's Designee, 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.

b. The written Appeal will be placed in the Personnel File.

E. Within fifteen (15) days of receipt of the Appeal, the Superintendent's Designee will meet with the PPSAA Member, the evaluator, and the PPSAA President. The purpose of the meeting will be for the Superintendent's Designee to:

a. Collaboratively review the Appeal.

b. Determine if the evidence and actions are appropriate.

F. Within ten (10) days, the Superintendent's Designee shall respond to the Appeal with a written response granting the Appeal and directing further administrative action or denying the Appeal.

a. In the event that the Appeal is granted by the Superintendent's Designee, the annual evaluation composite score shall be changed within five (5) days.

b. In the event that the Appeal is denied by the Superintendent's Designee, the PPSAA member may appeal to the Superintendent.

G. Tier 2: An appeal to the Superintendent must commence within five (5) days of the presentation of the document to the PPSAA member or else the right to appeal shall be deemed waived in all regards.

a. The Appeal must be brought in writing to the Superintendent, 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.

b. The written Appeal will be placed in the Personnel File.

c. Within ten (10) days of the presentation of the document, the Superintendent shall respond to the Appeal with a written answer granting the appeal and directing further administrative action or denying the Appeal.

d. In the event that the Appeal is granted by the Superintendent, the annual evaluation composite score shall be changed within five (5) days.

e. In the event that the Appeal is denied by the Superintendent, the decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

H. Tier 3: Notwithstanding the above, in the event that the tenured PPSAA member has received two (2) consecutive composite score ratings of Ineffective, the third tier appeal shall be to a mutually agreed upon arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PPSAA member Improvement Plan (PIP).

a. An appeal to an arbitrator must commence within five days of the receipt of the second consecutive composite score rating of Ineffective or else the right to appeal shall be deemed waived in all regards.

b. Notwithstanding the above, in the event that a tenured administrator has received two (2) consecutive "Ineffective" APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the principal improvement plan. The Arbitrator shall review the evidence underlying the observations of the administrator along with all other evidence submitted by the evaluator prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator 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 the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured administrator 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.

c. In order to take advantage of the procedure outlined above, the tenured PPSAA member must consent to the use of the arbiter should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured PPSAA member are unwilling to do so, the third tier appeal shall be heard by the Superintendent.

I. A tenured PPSAA member who is placed on a PPSAA member 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. It is understood that the Superintendent and all designees shall all be trained in accordance with the requirements of statute and regulations. The administrator must also possess appropriate New York State School Administration Certification.

a. An appeal of the PIP must commence within five (5) days of the presentation of the document to the PPSAA member or else the right to appeal shall be deemed waived in all regards.

b. The Appeal must be brought in writing to the Superintendent's Designee and the PPSAA president, 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.

c. The written Appeal will be placed in the Personnel File.

J. Within fifteen (15) days of receipt of the Appeal of the PIP, the Superintendent's Designee will meet with the PPSAA member, the evaluator, and the PPSAA President. The purpose of the meeting will be for the Superintendent's Designee to:

a. Collaboratively review the Appeal.

b. Determine if the evidence and actions are appropriate.

K. Within ten (10) days, the Superintendent's Designee shall respond to the Appeal of the PIP with a written response granting the Appeal and directing further administrative action or denying the Appeal of the PIP.

a. In the event that the Appeal is granted by the Superintendent's Designee, the annual evaluation PIP shall be eliminated within five (5) days so long as the Appeal obviates the need for the PIP in compliance with Education Law 3012-c.

b. In the event that the Appeal is denied by the Superintendent's Designee, the PPSAA member may appeal to the Superintendent.

L. An appeal of the PIP to the Superintendent must commence within five days of the presentation of the PIP recommendation to the PPSAA member or else the right to appeal shall be deemed waived in all regards.

a. The Appeal must be brought in writing to the Superintendent, 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.

b. The written Appeal will be placed in the Personnel File.

c. Within ten (10) days, the Superintendent shall respond to the Appeal with a written answer granting the appeal and directing further administrative action or denying the Appeal.

d. In the event that the Appeal is granted by the Superintendent, the PIP requirement will be eliminated within five (5) days so long as the Appeal obviates the need for the PIP in compliance with Education Law 3012-c.

M. In the event that the Appeal of the PIP is denied by the Superintendent, the decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

So agreed this 29th day of June 2012

For the District For the Association

Dr. Laval S. Wilson Mr. Edgar Glascott
Superintendent of Schools PPSAA President

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Poughkeepsie City School District is in the RTTT BOCES Network Consortium Team. The District has participated in 5 days (40 hour) of lead evaluator training conducted by NYSUT ELT. In addition the district provided 5 days of Reeves training for district administrators through a BOCES Coser. The District will continue its partnership with the RTTT BOCES Network Consortium Team where federal funds have been designated to provide us with assistance and support to continue to have appropriate training to certify any new designated Central Office Administrators, which can supervise designated building level administrators, as well as providing the support to re-certify lead evaluators. First, The Reeves Leadership Matrix lends itself to full collaboration with the Superintendent and/or his her designee and the building level administrator. It is a matrix that is purposely designed for on-going collaboration and gathering evidence, as well as looking a data to determine the efficacy of the building level administrator. The matrix is designed in itself to ensure inter-rater reliability. In addition, the Superintendent and his or her deisgnee(s) will conduct visits together to school building to meet with the building level administrator and review, as well as observe the goals and the indicators outlined in the matrix.

Inter rater reliability will be enhance though ongoing professional development and practice during Administrator's Monthly Meetings.

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	Checked

school day of the school year for which the principal is being measured.	
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 Monday, June 18, 2012

Updated Friday, September 21, 2012

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12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/143650-3Uqgn5g9Iu/Fully-executed District Certification form 092112.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.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
9 -12 AIS ELA	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NWEA MAP ELA
10 Grade Exploratory for Career Academies	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	District – Developed Assessments
9 -12 Living Environment AIS	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	District - Developed Assessments
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	

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

<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.</p>	
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	

HEDI-1 MAP GROWTH (20 POINTS)

HEDI -1 BANDS	
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

HEDI-1	POINTS	PERCENTAGE OF STUDENTS DEMONSTRATING GROWTH	
Highly Effective	20	97 – 100%	Highly Effective (89% - 100%)
Highly Effective	19	93 – 96%	
Highly Effective	18	89 – 92%	
Effective	17	86 – 88%	Effective (69% - 88%)
Effective	16	84 – 85%	
Effective	15	82 – 83%	
Effective	14	80 – 81%	
Effective	13	78 – 79%	
Effective	12	76 – 77%	
Effective	11	74 – 75%	
Effective	10	72 – 73%	
Effective	9	69 – 71%	
Developing	8	65 – 68%	Developing (29% - 68%)
Developing	7	60 – 64%	
Developing	6	55 – 59%	
Developing	5	50 – 54%	
Developing	4	40 – 49%	
Developing	3	29 – 39%	
Ineffective	2	17 – 28%	Ineffective (0 – 28%)
Ineffective	1	5 – 16%	
Ineffective	0	0 – 4%	

HEDI-1A MAP GROWTH (15 POINTS)

HEDI -1A BANDS	
Highly Effective	14-15
Effective	8-13
Developing	3-7
Ineffective	0-2

HEDI-1A	POINTS	PERCENTAGE OF STUDENTS DEMONSTRATING GROWTH	
Highly Effective	15	95 – 100%	Highly Effective
Highly Effective	14	89 – 94%	
Effective	13	86 - 88%	Effective
Effective	12	84 – 85%	
Effective	11	80 - 83%	
Effective	10	76 - 79%	
Effective	9	72 - 75%	
Effective	8	69 - 71%	
Developing	7	65 – 68%	
Developing	6	55 – 64%	
Developing	5	50 – 54%	
Developing	4	40 – 49%	
Developing	3	29 – 39%	
Ineffective	2	17 – 28%	Ineffective
Ineffective	1	5 – 16%	
Ineffective	0	0 – 4%	

HEDI STUDENT ACHIEVEMENT (20 POINTS)

HEDI STUDENT ACHIEVEMENT BANDS	
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

HEDI STUDENT ACHIEVEMENT	POINTS	PERCENTAGE OF STUDENTS DEMONSTRATING GROWTH	
Highly Effective	20	95 – 100%	Highly Effective (86% - 100%)
Highly Effective	19	91 – 94%	
Highly Effective	18	86 – 90%	
Effective	17	84 – 85%	Effective (72% - 85%)
Effective	16	82 – 83%	
Effective	15	81%	
Effective	14	80%	
Effective	13	79%	
Effective	12	78%	
Effective	11	76 – 77%	
Effective	10	74 – 75%	
Effective	9	72 – 73%	
Developing	8	71%	Developing (66% - 71%)
Developing	7	70%	
Developing	6	69%	
Developing	5	68%	
Developing	4	67%	
Developing	3	66%	
Ineffective	2	45 – 65%	Ineffective (0 – 65%)
Ineffective	1	23 – 44%	
Ineffective	0	0 – 22%	

Poughkeepsie City School District/PPSTA
Teacher Improvement Plan (TIP)

TEACHER:		TENURE AREA:	
TIP MEETING DATE:		TENURE DATE:	

In the support of the above name teacher, this document is to be created collaboratively and monitored by the team whose signatures appear at the end of this document.

Teacher Actions may include but are not limited to:

- ✓ Peer Coaching
- ✓ Shadowing
- ✓ Coaching by subject matter specialist
- ✓ Professional Learning Community
 - Study Group
- ✓ Course Work: In-Service, Conference
- ✓ Mentor (As required for certification)
- ✓ Modeling

Administrative Actions may include but are not limited to:

- ✓ Providing teacher with time to comply with TIP activities
- ✓ Observation(s)
- ✓ TIP meetings/discussions

The manner of assessment of improvement includes but is not limited to:

- ✓ Direct observation of strategies and/or behaviors
- ✓ Log of activities i.e. meetings, reading
- ✓ Records of attendance/completion
- ✓ Student progress based upon the state and local measure activities

The time limit for achieving improvement shall range between five months and one (1) school year.

Poughkeepsie City School District/PPSTA
Teacher Improvement Plan (TIP)

NYSUT Rubric Standard(s) In Need of Improvement (Highlight as applicable)	Interventions and Activities to Support Improvement	Time Limit for Achievements	Manner of Assessment of Improvement
<p>1 Knowledge of Students and Student Learning</p> <p>1.1a <i>Describes and plans using knowledge of developmental characteristics of students</i></p> <p>1.2a <i>Uses strategies to support learning and language acquisition</i></p> <p>1.2b <i>Uses current research</i></p> <p>1.3a <i>Plans for student strengths, interests, and experiences to meet the diverse learning needs of each student</i></p> <p>1.4a <i>Communicates with parents, guardians, and/or caregivers.</i></p> <p>1.5a <i>Incorporates the knowledge of school community and environmental factors</i></p> <p>1.5b <i>Incorporates multiple perspectives</i></p> <p>1.6a <i>Understands technological literacy and its impact on student learning</i></p>			
<p>2 Knowledge of Content and Instructional Planning</p> <p>2.1a <i>Understands key discipline concepts, themes, learning standards and key discipline language</i></p> <p>2.1b <i>Uses current developments in pedagogy and content</i></p> <p>2.2a <i>Incorporates diverse social and cultural perspectives</i></p> <p>2.2b <i>Incorporates individual and collaborative critical thinking and problem solving</i></p> <p>2.2c <i>Incorporates disciplinary and cross-disciplinary learning experiences</i></p> <p>2.3a <i>Designs learning experiences that connect to students' life experiences</i></p> <p>2.3b <i>Designs self-directed learning experiences</i></p> <p>2.4a <i>Articulates learning objectives/goals with learning standards</i></p> <p>2.5a <i>Designs instruction using current levels of student understanding</i></p> <p>2.5b <i>Designs learning experiences using prior knowledge</i></p> <p>2.6a <i>Organizes time</i></p> <p>2.6b <i>Selects materials and resources</i></p>			
<p>3 Instructional Practice</p> <p>3.1a <i>Aligns instruction to standards</i></p> <p>3.1b <i>Uses research-based instruction</i></p> <p>3.1c <i>Engages students</i></p> <p>3.2a <i>Provides directions and procedures</i></p> <p>3.2b <i>Uses questioning techniques</i></p> <p>3.2c <i>Responds to students</i></p> <p>3.2d <i>Communicates content</i></p> <p>3.3a <i>Articulates measures of success</i></p> <p>3.3c <i>Implements challenging learning experiences</i></p> <p>3.4a <i>Differentiates instruction</i></p>			

Poughkeepsie City School District/PPSTA
Teacher Improvement Plan (TIP)

NYSUT Rubric Standard(s) In Need of Improvement (Highlight as applicable)	Interventions and Activities to Support Improvement	Time Limit for Achievements	Manner of Assessment of Improvement
<p>3.4b <i>Implements strategies for mastery of learning outcomes</i> 3.5a <i>Provides opportunities for collaboration</i> 3.5b <i>Provides synthesis, critical thinking, and problem-solving</i> 3.6a <i>Uses formative assessment to monitor and adjust pacing</i> 3.6b <i>Provides feedback during and after instruction</i></p>			
<p>4 Learning Environment 4.1a <i>Interacts with students</i> 4.1b <i>Supports student diversity</i> 4.1c <i>Reinforces positive interactions among students</i> 4.2a <i>Promotes student pride in work and accomplishments</i> 4.2b <i>Promotes student curiosity and enthusiasm</i> 4.3a <i>Establishes routines/ procedures/ transitions and expectations for student behavior</i> 4.3b <i>Establishes instructional groups</i> 4.4a <i>Organizes learning environment</i> 4.4b <i>Manages volunteers and/or paraprofessionals</i> 4.4c <i>Establishes classroom safety</i></p>			
<p>5 Assessment for Student Learning 5.1a <i>Designs and/or selects assessments to establish learning goals and inform instruction</i> 5.1b <i>Measures and records student achievement</i> 5.1c <i>Aligns assessments to learning goals</i> 5.2a <i>Analyzes assessment data</i> 5.2b <i>Uses assessment data to set goals and provide feedback to students</i> 5.2c <i>Engages students in self-assessment</i> 5.3a <i>Accesses and interprets assessments</i> 5.4a <i>Understands assessment measures and grading procedures</i> 5.4b <i>Establishes an assessment system</i> 5.5a <i>Communicates purposes and criteria</i> 5.5b <i>Provides preparation and practice</i></p>			
<p>6 Professional Responsibilities and Collaboration 6.1a <i>Demonstrates ethical, professional behavior</i> 6.1b <i>Advocates for students</i> 6.1c <i>Demonstrates ethical use of information and information technology</i> 6.1d <i>Completes training to comply with state and local requirements and jurisdiction</i> 6.2a <i>Supports the school as an organization with a vision and mission</i> 6.2b <i>Participates on an instructional team</i> 6.2c <i>Collaborates with the larger community</i> 6.3a <i>Communicates student performance to families</i></p>			

Poughkeepsie City School District/PPSTA
Teacher Improvement Plan (TIP)

NYSUT Rubric Standard(s) In Need of Improvement (Highlight as applicable)	Interventions and Activities to Support Improvement	Time Limit for Achievements	Manner of Assessment of Improvement
6.4a Maintains records 6.4b Manages time and attendance 6.4c Maintains classroom and school resources and materials 6.4d Participates in school and district events 6.5a Communicates policies 6.5b Maintains confidentiality 6.5c Reports concerns 6.5d Adheres to policies and contractual obligations and accesses resources			
<b style="color: blue;">7 Professional Growth 7.1a Reflects on evidence of student learning 7.1b Plans professional growth 7.2a Sets goals 7.2b Engages in professional growth to expand knowledge base 7.3a Gives and receives constructive feedback 7.3b Collaborates 7.4a Accesses professional memberships and resources			

<i>POSITION</i>	<i>SIGNATURE</i>	<i>DATE</i>
<i>PPSTA MEMBER</i>		
<i>PPSTA PRESIDENT</i>		
<i>PRINCIPAL</i>		
<i>ASST. SUPERINTENDENT</i>		

**POUGHKEEPSIE CITY SCHOOL DISTRICT
PPSAA MEMBER IMPROVEMENT PLAN (PIP)**

ADDENDUM E

PPSAA MEMBER:		TENURE AREA:	
PIP MEETING DATE:		TENURE DATE:	

Reeves Leadership Performance Matrix	Interventions and Activities to Support Improvement	Time Limit for Achievements	Manner of Assessment of Improvement
1.0 Resilience 1.1 Constructive Reactions 1.2 Willingness to Admit Error 1.3 Disagreement 1.4 Dissent 1.5 Improvement of Specific Performance Areas			
2.0 Personal Behavior and Professional Ethics 2.1 Integrity 2.2 Emotional Self-control 2.3 Ethical and Legal Compliance with Employees 2.4 Tolerance 2.5 Respect			
3.0 Student Achievement 3.1 Planning and Goal Setting 3.2 Student Achievement Results 3.3 Instructional Leadership Decisions 3.4 Student Requirements and Academic Standards 3.5 Student Performance			
4.0 Decision Making 4.1 Factual Basis for Decisions 4.2 Decision Making Structure 4.3 Decisions Linked to Vision 4.4 Decision Evaluated for Effectiveness			

**POUGHKEEPSIE CITY SCHOOL DISTRICT
PPSAA MEMBER IMPROVEMENT PLAN (PIP)**

Reeves Leadership Performance Matrix	Interventions and Activities to Support Improvement	Time Limit for Achievements	Manner of Assessment of Improvement
5.0 Communication 5.1 Two-way communication with Students 5.2 Two-way communication with Faculty and Staff 5.3 Two-way communication with Parents and Community 5.4 Analysis of Input and Feedback			
6.0 Faculty Development 6.1 Faculty Proficiencies and Needs 6.2 Leading Professional Development 6.3 Formal and Informal Feedback 6.4 Modeling, Coaching, and Mentoring 6.5 Recruitment and Hiring of Faculty			
7.0 Leadership Development 7.1 Mentoring Emerging Leaders 7.2 Identification of Potential Future Leaders 7.3 Delegation and Trust			
8.0 Time/Task/Project Management 8.1 Organization of Time and Projects 8.2 Fiscal Stewardship 8.3 Project Objectives and Plans			
9.0 Technology 9.1 Use of Technology to Improve Teaching and Learning 9.2 Professional Proficiency in Electronic Communication			

**POUGHKEEPSIE CITY SCHOOL DISTRICT
PPSAA MEMBER IMPROVEMENT PLAN (PIP)**

ADDENDUM E

Reeves Leadership Performance Matrix	Interventions and Activities to Support Improvement	Time Limit for Achievements	Manner of Assessment of Improvement
10.0 Personal Professional Learning 10.1 Personal Understanding of Research Trends 10.2 Personal Professional Focus 10.3 Professional Development Focus 10.4 Application of Learning			

PPSAA Member Improvement Plan Disposition	Highly Effective	Effective	Developing	Ineffective

<i>POSITION</i>	<i>SIGNATURE</i>	<i>DATE</i>
PPSAA MEMBER		
PPSAA PRESIDENT		
PRINCIPAL		
ASST. SUPERINTENDENT FOR HR		

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.

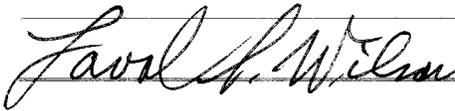
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

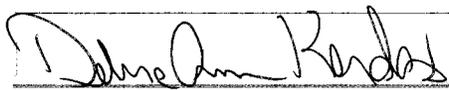
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

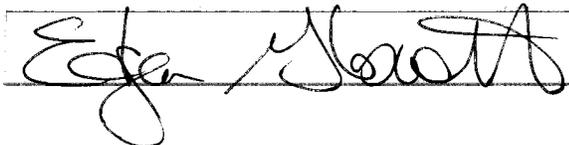
Superintendent Signature: Date:

 9/21/12

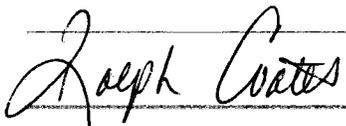
Teachers Union President Signature: Date:

 9/21/12

Administrative Union President Signature: Date:

 9/21/12

Board of Education President Signature: Date:

 9/21/12