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

Commissioner of Education
President of the University of the State of New York
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December 14, 2012

Joe Rumsey, Superintendent
Prattsburgh Central School District
One Academy Street
Prattsburgh, NY 14873

Dear Superintendent Rumsey:

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: Horst G. Graefe

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 Tuesday, May 08, 2012
Updated Monday, December 10, 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 : 572301040000

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

572301040000

1.2) School District Name: PRATTSBURGH CSD

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

PRATTSBURGH CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, July 12, 2012
Updated Monday, December 10, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade State ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade State ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade State ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade level teams and school principal will set targets for student growth as it relates to the three-year average of student performance on the 3rd Grade New York State English/ Language Arts Assessment. The three-year average will be the baseline data, and teachers will be evaluated on the growth of the amount of students achieving a 3 or a 4 on the state assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 55% and 85% of their students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 30% and 54% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 30% of all students reaching their target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade State Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade State Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade State Math Assessment

	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.	Grade level teams and school principal will set targets for student growth as it relates to the three-year average of student performance on the 3rd Grade New York State Math Assessment. The three-year average will be the baseline data, and teachers will be evaluated on the growth of the amount of students achieving a 3 or a 4 on the state assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 55% and 85% of their students reaching their target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 30% and 54% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 30% of all students reaching their target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Prattsburgh district developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	Prattsburgh district developed grade 7 science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principal will set targets for student growth on the listed assessments. Teachers will administer district developed pre-assessments to all students in order to gather base-line data. The target for growth will be for students to score from their base-line score halfway to 90% on the district developed post-assessment or the state assessment. The chart for assigning points is uploaded into the review room.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 55% and 85% of their students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 30% and 54% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 30% of all students reaching their target.

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	Prattsburgh district developed grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Prattsburgh district developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Prattsburgh district developed grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principal will set targets for student growth on the listed assessments. Teachers will administer district developed pre-assessments to all students in order to gather base-line data. The target for growth will be for students to score from their base-line score halfway to 90% on the district developed post-assessment. The chart for assigning points is uploaded into the review room.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 55% and 85% of their students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 30% and 54% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 30% of all students reaching their target.

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	GST BOCES developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principal will set targets for student growth on the listed assessments. Teachers will administer district developed pre-assessments to all students in order to gather base-line data. The target for growth will be for students to score from their base-line score halfway to 90% on the GST BOCES assessment or the Regents exam. The chart for assigning points is uploaded into the review room.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 55% and 85% of their students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 30% and 54% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 30% of all students reaching their target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principal will set targets for student growth on the listed assessments. Teachers will administer district developed pre-assessments to all students in order to gather base-line data. The target for growth will be for students to score from their base-line score halfway to 90% on the Regents exam. The chart for assigning points is uploaded into the review room.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 55% and 85% of their students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 30% and 54% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 30% of all students reaching their target.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principal will set targets for student growth on the listed assessments. Teachers will administer district developed pre-assessments to all students in order to gather base-line data. The target for growth will be for students to score from their base-line score halfway to 90% on the Regents exam. The chart for assigning points is uploaded into the review room.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 55% and 85% of their students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 30% and 54% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 30% of all students reaching their target.

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	District, regional or BOCES-developed assessment	GST BOCES developed English 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GST BOCES developed English 10 Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principal will set targets for student growth on the listed assessments. Teachers will administer district developed pre-assessments to all students in order to gather base-line data. The target for growth will be for students to score from their base-line score halfway to 90% on the GST BOCES assessment or the Regents exam. The chart for assigning points is uploaded into the review room.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 55% and 85% of their students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 30% and 54% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 30% of all students reaching their target.

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
Art	District, Regional or BOCES-developed	GST BOCES developed Art Assessment
Business	District, Regional or BOCES-developed	Prattsburgh district developed Business Assessment
Technology (Middle School)	District, Regional or BOCES-developed	Prattsburgh district developed Technology Assessment
Spanish III	District, Regional or BOCES-developed	GST BOCES developed Spanish 3 Assessment
All Spanish Courses other than Spanish III	District, Regional or BOCES-developed	Prattsburgh district developed Spanish Assessment
Special Education (K-12)	School/BOCES-wide/group/team results based on State	State Assessments, Grade/Subject Specific
Academic Intervention Services and/or Response to Intervention (K-12)	School/BOCES-wide/group/team results based on State	State Assessments, Grade/Subject Specific
Physical Education (K-6)	School/BOCES-wide/group/team results based on State	New York State Provided score for 4th through 8th English Language Arts and Math Assessments
Physical Education (7-12)	School/BOCES-wide/group/team results based on State	NYS State ELA Regents Assessment (Most recent 3-year average)
Music (K-6)	School/BOCES-wide/group/team results based on	New York State Provided score for 4th through 8th English Language Arts and

	State	Math Assessments
Music (7-12)	School/BOCES-wide/group/team results based on State	New York State Provided score for 4th through 8th English Language Arts and Math Assessments
Library	School/BOCES-wide/group/team results based on State	New York State Provided score for 4th through 8th English Language Arts and Math Assessments
Health	School/BOCES-wide/group/team results based on State	New York State Provided score for 4th through 8th English Language Arts and Math Assessments

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.	Teachers and principal will set targets for student growth on the listed assessments. Teachers will administer district developed pre-assessments to all students in order to gather base-line data. The target for growth will be for students to score from their base-line score halfway to 90%/points on all listed assessments. The chart for assigning points is uploaded into the review room
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 55% and 85% of their students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 30% and 54% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 30% of all students reaching their target.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/151092-TXEtxx9bQW/Point Conversions_1.pdf

2.12) Locally Developed Controls

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

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

(No response)

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/rttt/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)

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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	3) Teacher specific achievement or growth score computed locally	Grade 4 New York State ELA Assessment
5	3) Teacher specific achievement or growth score computed locally	Grade 5 New York State ELA Assessment
6	3) Teacher specific achievement or growth score computed locally	Grade 6 New York State ELA Assessment

7	3) Teacher specific achievement or growth score computed locally	Grade 7 New York State ELA Assessment
8	3) Teacher specific achievement or growth score computed locally	Grade 8 New York State ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and principal will examine base-line data from previous year's ELA scores for students. Together, they will set achievement goals for the number of students achieving levels 3 and 4 on the New York State Assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of their students reaching the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have beteen 55% and 85% of their students reaching the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have beteen 30% and 54% of their students reaching the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 30% of their students reaching the target.

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	3) Teacher specific achievement or growth score computed locally	Grade 4 New York State Math Assessment
5	3) Teacher specific achievement or growth score computed locally	Grade 5 New York State Math Assessment
6	3) Teacher specific achievement or growth score computed locally	Grade 6 New York State Math Assessment
7	3) Teacher specific achievement or growth score computed locally	Grade 7 New York State Math Assessment
8	3) Teacher specific achievement or growth score computed locally	Grade 8 New York State Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and principal will examine base-line data from previous year's ELA scores for students. Together, they will set achievement goals for the number of students achieving levels 3 and 4 on the New York State Assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of their students reaching the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have beteen 55% and 85% of their students reaching the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have beteen 30% and 54% of their students reaching the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 30% of their students reaching the target.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/153922-rhJdBgDruP/Point Conversions (15 point scale)_1.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school

year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (MAP) for Primary Grades
1	4) State-approved 3rd party assessments	Measures of Academic Progress (MAP) for Primary Grades
2	4) State-approved 3rd party assessments	Measures of Academic Progress (MAP ELA)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (MAP ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students in grades K-3 will be assigned growth targets through the use of the MAP assessments. Teachers will be awarded HEDI scores based on the percentage of students reaching appropriate growth points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55% and 85% of students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 54% of students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have less than 30% of students reaching their target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (MAP) for Primary Grades
1	4) State-approved 3rd party assessments	Measures of Academic Progress (MAP) for Primary Grades
2	4) State-approved 3rd party assessments	Measures of Academic Progress (MAP Math)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (MAP Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students in grades K-3 will be assigned growth targets through the use of the MAP assessments. Teachers will be awarded HEDI scores based on the percentage of students reaching appropriate growth points.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55% and 85% of students reaching their target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 54% of students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have less than 30% of students reaching their target.

3.6) Grades 6-8 Science

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

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

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.	Students in grades 6-8 will be assigned growth targets through the use of the MAP assessments. Teachers will be awarded HEDI scores based on the percentage of students reaching appropriate growth points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55% and 85% of students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 54% of students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have less than 30% of students reaching their target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Prattsburgh Locally Developed Assessment in Social Studies for grades 6
7	5) District, regional, or BOCES–developed assessments	Prattsburgh Locally Developed Assessment in Social Studies for grades 7
8	5) District, regional, or BOCES–developed assessments	Prattsburgh Locally Developed Assessment in Social Studies for grades 8

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.	Principal and teachers will look at baseline data gathered through the pre-assessment process and will establish achievement targets. Teachers are awarded points based on the percentage of students reaching achievement target on post assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55% and 85% of students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 54% of students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have less than 30% of students reaching their target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	GST BOCES developed Global 1 Assessment

Global 2	3) Teacher specific achievement or growth score computed locally	Global History and Geography Regents
American History	3) Teacher specific achievement or growth score computed locally	US History and Government Regents

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.	Principal and teachers will look at baseline data gathered through the pre-assessment process and will establish achievement targets. Teachers are awarded points based on the percentage of students reaching achievement target on post assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55% and 85% of students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 54% of students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have less than 30% of students reaching their target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Living Environment Regents
Earth Science	5) District, regional, or BOCES–developed assessments	Earth Science Regents
Chemistry	5) District, regional, or BOCES–developed assessments	Chemistry Regents
Physics	5) District, regional, or BOCES–developed assessments	Physics Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Principal and teachers will look at baseline data gathered through the pre-assessment process and will establish achievement targets. Teachers are awarded points based on the percentage of students reaching achievement target on post assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55% and 85% of students reaching their target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 54% of students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have less than 30% of students reaching their target.

3.10) High School Math

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Principal and teachers will look at baseline data gathered through the pre-assessment process and will establish

this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	achievement targets. Teachers are awarded points based on the percentage of students reaching achievement target on post assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55% and 85% of students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 54% of students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have less than 30% of students reaching their target.

3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Principal and teachers will look at baseline data gathered through the pre-assessment process and will establish achievement targets. Teachers are awarded points based on the percentage of students reaching achievement target on post assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of students reaching their target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55% and 85% of students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 54% of students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have less than 30% of students reaching their target.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art	5) District/regional/BOCES–developed	GST BOCES developed Art Assessment
Business	5) District/regional/BOCES–developed	Prattsburgh Developed Assessment in Business
Technology	5) District/regional/BOCES–developed	Prattsburgh Developed Assessment in Technology
Spanish III	5) District/regional/BOCES–developed	GST BOCES Spanish developed Assessment
All other Spanish Courses	5) District/regional/BOCES–developed	Prattsburgh Developed Course Specific Assessment
Special Education K-12	6(ii) School wide measure computed locally	State provided 4-8 ELA and Math Scores or Regents exams
Academic Intervention Services and/or Response to Intervention	4) State-approved 3rd party	Measures of Academic Progress (MAP)
Physical Education	5) District/regional/BOCES–developed	Prattsburgh Developed Assessment in PE
Music	5) District/regional/BOCES–developed	GST BOCES developed Music Assessment
Library	6(ii) School wide measure computed locally	Comprehensive English regents exam
Health	5) District/regional/BOCES–developed	Prattsburgh Developed Assessment in Health

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Principal and teachers will look at baseline data gathered through the pre-assessment process and will establish achievement targets. Teachers are awarded points based on the percentage of students reaching achievement target on post assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 86% or more of students reaching their target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 55% and 85% of students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 30% and 54% of students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have less than 30% of students reaching their target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/153922-y92vNseFa4/Point Conversions_1.pdf

3.14) Locally Developed Controls

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

(No response)

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.

na

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 Friday, July 20, 2012
Updated Friday, December 14, 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.)

Marzano's Causal Teacher Evaluation Model

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
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	0

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.

All teachers will be evaluated on all 60 data points of the Marzano Causal Rubric, and teachers will be rated from 0-4 on each element. Therefore, there is a total possible of 240 raw points when all elements are added together. Each teachers' raw points will then be converted back to a score of 0-60. All teachers' final overall scores will be coverted to a whole number. The HEDI ranges are outlined on the attached document below labeled Appendix B.

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

assets/survey-uploads/5091/153923-eka9yMJ855/Marzano Conversion Chart - Appendix B_3.pdf

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

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

Provide the ranges for the 60-point scoring bands.

Highly Effective	48.5-60
Effective	38.5-48.25
Developing	22.5-38.25
Ineffective	0-22.25

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	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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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	48.5-60
Effective	38.5-48.25
Developing	22.5-38.25
Ineffective	0-22.25

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

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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/5265/153929-Df0w3Xx5v6/Teacher Improvement Plan.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appendix C
Appeals Procedure

The purpose of the internal APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified

below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known that ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

APPR Subject to Appeal

Any unit member aggrieved by an APPR rating of either "ineffective" or "developing" may challenge that APPR. In accordance with Education Law 3012-C(5), and APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law 3020-A proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:
• The substance of the Annual Professional Performance Review;
• The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law 3012-C and applicable rules and regulations;
• The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
• The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law 3012-C.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within two calendar weeks after the teacher has received the APPR. Notification of the appeal shall be provided to the appropriate evaluator.

Decisions on Appeal

Step 1- Within two calendar weeks of receipt of an appeal, the evaluator will meet with the teacher in an effort to informally resolve the areas of dispute. The teacher, upon request, shall be entitled to an Association representative being present. At this meeting, both the teacher and evaluator shall present and review any and all additional documents or written documents that are specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. Material not presented at the time of the informal conference shall not be considered in the deliberations related to the resolution of the appeal. The outcome of the informal conference will be made known in writing three (3) school days after the informal conference. If the teacher is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Superintendent (or GST BOCES District Superintendent if the Superintendent performed the evaluation) and Prattsburgh Teachers' Association (PTA) President in writing, within three (3) school days of receipt of outcome of informal conference.

Step 2- APPR Review Committee. The Committee make up shall be:
• One tenured administrator, certified to conduct evaluations, appointed by the Superintendent (or the GST BOCES District Superintendent if the Superintendent performed the original evaluation). The administrator appointed shall not be the administrator who authored the evaluation.
• Two tenured teachers appointed by the Prattsburgh Teachers' Association President. If the President is absent, or has a conflict of interest (i.e., he/she is the subject of the evaluation), then the Prattsburgh Teachers' Association Vice President will appoint the two tenured teachers.
The committee shall meet within five (5) school days and reach its finding by the conclusion of the meeting using the consensus model. If consensus is not reached, the committee shall write up the opposing viewpoints and submit the opposing viewpoints to the evaluator, the teacher, the Prattsburgh Teachers' Association President, and the Superintendent (or the GST BOCES District Superintendent if the Superintendent performed the original evaluation) within five (5) school days.

Step 3- The Superintendent, or his designee (or the GST BOCES District Superintendent or his designee in the event that the Superintendent conducted the original evaluation) shall render a written decision on the appeal within five (5) calendar days from the completion of step 2 above with supporting documentation, and opposing viewpoints from the APPR Review Committee, are received. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Superintendent (or GST BOCES District Superintendent) shall have the authority to rescind, modify, or affirm the rating. A new evaluation may also be ordered.

Exclusivity of Section 3012-c Appeal Procedure:

The 3012-C appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and

appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

III. Evaluator Training and Inter-Rater Reliability:

Evaluator Training:

1. The district will certify lead evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation 30-2. Lead Evaluators are defined as District Administrators. [30-2.9(a)]

2. The District will provide training to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training program with multiple training dates throughout the 2012-13 school year as required by law. The evaluators will receive twelve (12) hours of training through GST BOCES. Topics covered will include: Evidence-based observation techniques, application and use of student growth and value-added models, application and use of assessment tools, and New York State teaching and leadership standards.

3. However, classroom observations required by this APPR plan may be conducted immediately and prior to such training, provided of course, that the administrator performing such classroom evaluations are properly credentialed school administrators for such purpose. [30-2.9(a)]

Inter-Rater Reliability:

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the GST BOCES RTTT Evaluator Training Program in maintaining inter-rater reliability throughout the 2012-13 school year and beyond. All Inter-Reliability training will be ongoing and will become more advanced and in-depth as required by law. See 30-2.9(b)(5)

The Prattsburgh CSD Board of Education will re-certify each evaluator every school year.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

PK-12
(No response)
(No response)
(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
		na
		na
		na
		na
		na

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

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.

na

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)

Created Friday, July 20, 2012
Updated Thursday, December 13, 2012

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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
	K-12	(a) achievement on State assessments	New York State Grades 4-8 Math and ELA Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The principal and superintendent will set targets based on historic student achievement data. The HEDI score will be based on the amount of students achieving at levels 3-4 on New York State Grades 4-8 Math and ELA Assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals in this range will have more 86% or more of the students reaching the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals in this range will have between 55% and 85% of the students reaching the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals in this range will have between 30% and 54% of students reaching the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals in this range will have less than 30% of students reaching the target.

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

(No response)

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

assets/survey-uploads/5366/153933-qBFVOWF7fC/Point Conversions (15 point scale)_1.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	na
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	na
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	na
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	na
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	na

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, July 20, 2012
Updated Thursday, December 13, 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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.

There are 22 total data points in the Multidimensional Principal Performance rubric and they will all be weighed exactly the same. Each data point has a possibility of 4 points so there is a possibility of 88 total points. The total points gained by the principal will be divided by 22 (total data points) for a score of 0-4. This score will then be converted to the 60 point scale that is attached as Appendix A. Rounding rules will apply so that the principal will have a score that is a round number.

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

assets/survey-uploads/5143/153934-pMADJ4gk6R/Appendix A - Principal Forms_1.docx

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

Highly Effective: Overall performance and results exceed standards.	Principals in this category consistently exceed the district's expectations and over the multiple visits to the school building are observed to be highly effective in the domains of the Multidimensional Principal Performance Rubric.
Effective: Overall performance and results meet standards.	Principals in this category consistently exceed the district's expectations and over the multiple visits to the school building are observed to be effective in the domains of the Multidimensional Principal Performance Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Principals in this category experience some difficulty in meeting the district's expectations and over the multiple visits to the school building are observed to be developing in the domains of the Multidimensional Principal Performance Rubric.
Ineffective: Overall performance and results do not meet standards.	Principals in this category are not meeting the district's expectations and over the multiple visits to the school building are observed to be ineffective in the domains of the Multidimensional Principal Performance Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59.08-60
Effective	57-59
Developing	50-56.42
Ineffective	0-49

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Friday, July 20, 2012
Updated Tuesday, October 09, 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

0-64

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

Highly Effective	59.08-60
Effective	57-59
Developing	50-56.42
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, July 20, 2012
Updated Monday, December 10, 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/5276/153937-Df0w3Xx5v6/Appendix C- Principal Improvement Plan.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appendix B
Appeal Process

Appeals of annual performance reviews shall be limited to those performance reviews in which the administrator received the following:

• A composite rating of "ineffective" or "developing"

• Any administrator may appeal a PIP if the plan was generated as the result of an ineffective or developing composite rating, in accordance with the APPR.

The scope of the appeal will be limited to the following subjects:

• The substance of the annual summative evaluation.

• The District's adherence to the standards and methodologies required for such reviews, pursuant to Education law 3012-c.

• The adherence to Commissioner's regulations.

• Compliance with any locally negotiated procedures regarding annual professional growth plan or improvement plans.

• The District's issuance and/or implementation of the terms of the Principal Improvement Plan under Education law 3012-c in connection with an ineffective or developing rating.

Prohibition against more than one appeal: An administrator may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Burden of proof: Except for procedural appeals for failure to follow timelines, the administrator has the burden of demonstrating a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Arbitration: With the exception of grievances based on failure to follow the procedural steps, the BOCES Superintendent's or his/her designee's decision shall be final and binding and not subject to the grievance procedure.

Timelines:

All timelines shall be adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal. Failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

Level 1- Evaluator:

Informal- Following a qualifying event as defined in the above sections, the administrator may request a follow-up meeting with the Superintendent to informally discuss any and all related issues within ten (10) calendar days.

Formal- Any appeal must be submitted to the Superintendent in writing no later than ten (10) school days from the date when the administrator receives his/her annual performance professional review. If challenging the issuance, implementation or adherence of a principal improvement plan, the appeal must be submitted within ten (10) schools days of when the alleged breach of such plan occurred.

When submitting an appeal, a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged must be provided. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending.

Within ten (10) school days of receipt of an appeal, the Superintendent must submit a detailed written response to the appeal including all supporting documents, as well as any additional supporting documents or materials relevant to the response.

Any supporting documentation/information not submitted or noted by either party in the Stage 1 appeal shall not be considered at the further steps of the appeal.

Level 2- BOCES Superintendent

Within five (5) school days of the receipt of the Superintendents Level 1 response, if principal is not satisfied with such response, the principal must submit a written appeal to the BOCES Superintendent or his/her designee.

Within thirty (30) school days of the receipt of the written level two (2) response, the BOCES Superintendent or his/her designee will

conduct a hearing at which the principal and the Superintendent will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within fifteen (15) school days of the BOCES Superintendent's hearing, the BOCES Superintendent shall issue a written determination to the principal and Superintendent. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy.

Records

The entire appeals record will be part of the principal's unit member's permanent folder.

After entering or noting a document into the record at Stage 1 of the appeals process, the District shall maintain copies of all the documents/information for all further stages of the appeals process.

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.

Evaluator Training:

1. The district will certify lead evaluators as qualified to conduct principal evaluations under 3012-c and Commissioner's Regulation 30-2. [30-2.9(a)]

2. The District will provide training twelve (12) hours of initial training and not less than six (6) hours of refresher training annually to lead evaluators through the GST BOCES RTTT Evaluator Training program with multiple training dates to be held throughout the 2012-2013 school year. Topics will include the following: Scoring methodology used to evaluate teachers, evidence-based observation, application of state-approved teacher rubrics, and application of New York State teachign standards and leadership standards. Additionally, the District has and will continue to participate in webinars and workshops from GST BOCES, NYSED, NYSCOSS, and other providers as necessary. All evaluators also are required to participate in all trainings offered to teachers on the selected rubrics as well.

3. Observations required by this APPR plan may be conducted immediately and prior to such training, provided of course, that the administrator performing such evaluations are properly credentialed school administrators for such purpose. [30-2.9(a)]

Inter-Rater Reliability:

Lead evaluators will maintain inter-rater reliability over time. Lead evaluators will be trained through the GST BOCES RTTT Evaluator Training Program in maintaining inter-rater reliability. See 30-2.9(b)(5) Trainings will continue throughout the 2012-13 school year for the entire administrative team with a focus on working together on evaluations and sample lessons. Any new evaluator hired during the school year will attend trainings offered by GST BOCES and also participate in ongoing training for the entire administrative team.

All evaluators will be certified by the Prattsburgh CSD Board of Education and will be re-certified annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals | Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals | Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked

11.6) Assurances -- Principals | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals | Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, July 20, 2012
Updated Friday, December 14, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/153938-3Uqgn5g9Iu/District Certification form 4.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.

Rationale: All teachers will have a goal of having 80% of students at the target. That goal will fall in the effective range.

Rating Points	**Ineffective** (0-2 Points)	**Developing** (3-8 Points)	**Effective** (9-17 Points)	**Highly Effective** (18-20 Points)
Percentage of students whose progress meets targeted expectations	**0-29% of students meet target** 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	**30-54% of students meet target** 30-35% = 3 points 36-40% = 4 points 41-45% = 5 points 46-50% = 6 points 51-52% = 7 points 53-54% = 8 points	**55-85% of students meet target** 55-60% = 9 points 61-65% = 10 points 66-69% = 11 points 70-72% = 12 points 73-75% = 13 points 76-78% = 14 points **79-81% = 15 points** 82-83% = 16 points 84-85% = 17 points	**86+% of students meet target** 86-90% = 18 points 91-94% = 19 points 95-100% = 20 points

Rationale: All teachers will have a goal of having 80% of students at the target. That goal will fall in the effective range.

Rating Points	**Ineffective** (0-2 Points)	**Developing** (3-7 Points)	**Effective** (8-13 Points)	**Highly Effective** (14-15 Points)
Percentage of students whose progress meets targeted expectations	**0-29% of students meet target** 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	**30-54% of students meet target** 30-34% = 3 points 35-39% = 4 points 40-45% = 5 points 46-50% = 6 points 51-54% = 7 points	**55-85% of students meet target** 55-60% = 9 points 61-66% = 10 points 67-72% = 11 points 73-78% = 12 points **79-85% = 13 points**	**86+% of students meet target** 86-93% = 14 points 94-100% = 15 points

Rationale: All teachers will have a goal of having 80% of students at the target. That goal will fall in the effective range.

Rating Points	**Ineffective** (0-2 Points)	**Developing** (3-8 Points)	**Effective** (9-17 Points)	**Highly Effective** (18-20 Points)
Percentage of students whose progress meets targeted expectations	**0-29% of students meet target** 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	**30-54% of students meet target** 30-35% = 3 points 36-40% = 4 points 41-45% = 5 points 46-50% = 6 points 51-52% = 7 points 53-54% = 8 points	**55-85% of students meet target** 55-60% = 9 points 61-65% = 10 points 66-69% = 11 points 70-72% = 12 points 73-75% = 13 points 76-78% = 14 points **79-81% = 15 points** 82-83% = 16 points 84-85% = 17 points	**86+% of students meet target** 86-90% = 18 points 91-94% = 19 points 95-100% = 20 points

Appendix B

Marzano Conversion Chart

Ineffective	Developing	Effective	Highly Effective
0-89 total raw (0-22.25 out of 60)	90-153 total raw (22.5-38.25 out of 60)	154-193 total raw (38.5-48.25 out of 60)	194-240 total raw (48.5-60 out of 60)

Raw Scale Points	Points out of 60
240	60.00
239	59.75
238	59.50
237	59.25
236	59.00
235	58.75
234	58.50
233	58.25
232	58.00
232	58.00
230	57.50
229	57.25
228	57.00
227	56.75
226	56.50
225	56.25
224	56.00
223	55.75
222	55.50
221	55.25
220	55.00
219	54.75
218	54.50
217	54.25
216	54.00
215	53.75
214	53.50
213	53.25
212	53.00
211	52.75
210	52.50
209	52.25
208	52.00
207	51.75
206	51.50
205	51.25

204	51.00
203	50.75
202	50.50
201	50.25
200	50.00
199	49.75
198	49.50
197	49.25
196	49.00
195	48.75
194	48.50
193	48.25
192	48.00
191	47.75
190	47.50
189	47.25
188	47.00
187	46.75
186	46.50
185	46.25
184	46.00
183	45.75
182	45.50
181	45.25
180	45.00
179	44.75
178	44.50
177	44.25
176	44.00
175	43.75
174	43.50
173	43.25
172	43.00
171	42.75
170	42.50
169	42.25
168	42.00
167	41.75
166	41.50
165	41.25
164	41.00
163	40.75
162	40.50
160	40.00
159	39.75
158	39.50
157	39.25

156	39.00
155	38.75
154	38.50
153	38.25
152	38.00
151	37.75
150	37.50
149	37.25
148	37.00
147	36.75
146	36.50
145	36.25
144	36.00
143	35.75
142	35.50
141	35.25
140	35.00
139	34.75
138	34.50
137	34.25
136	34.00
135	33.75
134	33.50
133	33.25
132	33.00
131	32.75
130	32.50
129	32.25
128	32.00
127	31.75
126	31.50
125	31.25
124	31.00
123	30.75
122	30.50
121	30.25
120	30.00
119	29.75
118	29.50
117	29.25
116	29.00
115	28.75
114	28.50
113	28.25
112	28.00
111	27.75
110	27.50

109	27.25
108	27.00
107	26.75
106	26.50
105	26.25
104	26.00
103	25.75
102	25.50
101	25.25
100	25.00
99	24.75
98	24.50
97	24.25
96	24.00
95	23.75
94	23.50
93	23.25
92	23.00
91	22.75
90	22.50
89	22.25
88	22.00
87	21.75
86	21.50
85	21.25
84	21.00
83	20.75
82	20.50
81	20.25
80	20.00
79	19.75
78	19.50
76	19.00
75	18.75
74	18.50
73	18.25
72	18.00
71	17.75
70	17.50
69	17.25
68	17.00
67	16.75
66	16.50
65	16.25
64	16.00
63	15.75
62	15.50

61	15.25
60	15.00
59	14.75
58	14.50
57	14.25
56	14.00
55	13.75
54	13.50
53	13.25
52	13.00
51	12.75
50	12.50
49	12.25
48	12.00
47	11.75
46	11.50
45	11.25
44	11.00
43	10.75
42	10.50
41	10.25
40	10.00
39	9.75
38	9.50
37	9.25
36	9.00
35	8.75
34	8.50
33	8.25
32	8.00
31	7.75
30	7.50
29	7.25
28	7.00
27	6.75
26	6.50
25	6.25
24	6.00
23	5.75
22	5.50
21	5.25
20	5.00
19	4.75
18	4.50
17	4.25
16	4.00
15	3.75

14	3.50
13	3.25
12	3.00
11	2.75
10	2.50
9	2.25
8	2.00
7	1.75
6	1.50
5	1.25
4	1.00
3	0.75
2	0.50
1	0.25
0	0.00

Rationale: All teachers will have a goal of having 80% of students at the target. That goal will fall in the effective range.

Rating Points	**Ineffective** (0-2 Points)	**Developing** (3-7 Points)	**Effective** (8-13 Points)	**Highly Effective** (14-15 Points)
Percentage of students whose progress meets targeted expectations	**0-29% of students meet target** 0-10% = 0 points 11-20% = 1 point 21-29% = 2 points	**30-54% of students meet target** 30-34% = 3 points 35-39% = 4 points 40-45% = 5 points 46-50% = 6 points 51-54% = 7 points	**55-85% of students meet target** 55-60% = 9 points 61-66% = 10 points 67-72% = 11 points 73-78% = 12 points **79-85% = 13 points**	**86+% of students meet target** 86-93% = 14 points 94-100% = 15 points

Appendix A

Prattsburgh Central School

Principal: Annual Performance Goal Setting Form

Name:_____ Building:_____ School Year:_____

My primary focus is:

Check applicable area	Domain	Description
	1	Shared Vision of Learning
	2	School Culture and Instructional Program
	3	Safe, Efficient, Effective Learning Environment
	4	Community
	5	Integrity, Fairness, Ethics
	6	Political, Social, Economic, Legal, and Cultural Context
	Other	Goal Settings and Attainment

Below indicate the specific goals that you would like to accomplish, the major action steps that you intend to take, and tentative timeframe. As you accomplish your goals, please record the date you complete your action steps. Be prepared to discuss your progress in these areas with the Superintendent as part of the mid-year evaluation.

Goal:		
Tentative Timeline	Action Step	Date Completed

Goal:		
Tentative	Action Step	Date

Timeline		Com plet ed

Date plan reviewed: _____

Principal Signature:_____

Superintendent Signature:_____

Prattsburgh Central School

Principal: Mid-Year Evaluation

Name_____ School Year_____

Evaluator_____ Date_____

Domain
Shared Vision of Learning
Evidence:
School Culture and Instructional Program
Evidence:
Safe, Efficient, Effective Learning Environment
Evidence:
Community
Evidence:
Integrity, Fairness, Ethics
Evidence:

Political, Social, Economic, Legal, and Cultural Context
Evidence
Other: Goal Setting and Attainment
Evidence:

Other Artifacts (if applicable):

Recommendations (actions for improvement, revised goals, etc…):

_____

_____

_____

_____

_____

_____

Principal Signature:_____ Date_____

Superintendent Signature:_____ Date_____

Prattsburgh Central School

Annual Principal Summative Evaluation

Year:_____

Name:_____ Administrative Position:_____

Evaluator:_____ Date:_____

Section I: Rubric	0	1	2	3	4
Shared Vision of Learning An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	Not Using	Ineffective	Developing	Effective	Highly Effective
Culture					

Sustainability					
Evidence:		Score:			
School Culture and Instructional Program An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Not Using	Ineffective	Developing	Effective	Highly Effective
Culture					
Instructional program					
Capacity Building					
Sustainability					
Strategic Planning Process					
Evidence:		Score:			
Safe, Efficient, Effective Learning Environment An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	Not Using	Ineffective	Developing	Effective	Highly Effective
Capacity Building					
Culture					
Sustainability					
Instructional Program					
Evidence:		Score:			

Community An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources	Not Using	Ineffective	Developing	Effective	Highly Effective
Strategic Planning Process: Inquiry					
Culture					
Sustainability					
Evidence:		Score:			
Integrity, Fairness, Ethics An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner	Not Using	Ineffective	Developing	Effective	Highly Effective
Sustainability					
Culture					
Evidence:		Score:			

Political, Social, Economic, Legal, and Cultural Context An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context	Not Using	Ineffective	Developing	Effective	Highly Effective
Sustainability					
Culture					

Evidence:		Score:			
Goal Settingand attainment	Not Using	Ineffective	Developing	Effective	Highly Effective
Uncovering Goals					
Strategic Planning					
Taking Action					
Evaluating Attainment					
Evidence:		Score:			

Each standard receives a score between 0 and 4. All 5 scores are totaled and divided by 22.

Assessment of Principal **Effectiveness Standards**	**Observation and Evidence Score**
Shared Vision of Learning	
School Culture and Instructional Program	
Safe, Efficient, Effective Learning Environment	

Community	
Integrity, Fairness, Ethics	
Political, Social, Economic, Legal, and Cultural Context	
Goal Setting and Attainment	
Total Score	
Total Score/22	
Conversion Score (Refer to chart below)	

Section II: State Assessment Total: (maximum 20/25 points)

State Provided Growth Score/Student Learning Objective (SLO)	

- Score will be State provided 4-8 Math and ELA scores.

SectionIII: Local Assessment Total: (maximum 20/15 points)

Local Assessment (NWEA/Local Assessment)	

- Score will be based on the average teacher scores for the building.

Overall Composite Score: (maximum 100 points)	**Level:**

Principal Signature:_____ Date:_____
Superintendent Signature:_____ Date:_____

Conversion Chart					
Level	Measures of Student Growth	Local Measures of Student Achievement	Other 60 points		Overall Composite Score
Ineffective	0 - 2	0 - 2	0-49		0-64
Developing	3 - 8	3 - 8	50-56.84		65-74
Effective	9 - 17	9 - 17	57-59		75-90
Highly Effective	18 - 20	18 - 20	59.11-60		91-100

Conversion Chart					
Level	Measures of Student Growth	Local Measures of Student Achievement	Other 60 points		Overall Composite Score
Ineffective	0 - 2	0 - 2	0-49		0-64
Developing	3 – 9	3 – 7	50-56.84		65-74
Effective	10-21	8-13	57-59		75-90
Highly Effective	22-25	14-15	59.11-60		91-100

Rubric Score to Sub-Component Conversion Chart										
Ineffective 0-49			**Developing 50-56.42**			**Effective 57-59**			**Highly Effective 59.08-60**	
Total Average Rubric Score	Conversion Score for Composite		Total Average Rubric Score	Conversion Score for Composite		Total Average Rubric Score	Conversion Score for Composite		Total Average Rubric Score	Conversion Score for Composite
1.958	49		2.458	56.42		3.5	59		4	60
1.917	48		2.417	55.83		3.458	58.92		3.958	59.92
1.875	47		2.375	55.25		3.417	58.83		3.917	59.83
1.833	46		2.333	54.67		3.375	58.75		3.875	59.75
1.792	45		2.292	54.08		3.333	58.67		3.833	59.67
1.750	44		2.250	53.5		3.292	58.58		3.792	59.58
1.708	43		2.208	52.92		3.250	58.5		3.750	59.5
1.667	42		2.167	52.23		3.208	58.42		3.708	59.42
1.625	41		2.125	51.75		3.167	58.33		3.667	59.33
1.583	40		2.083	51.17		3.125	58.25		3.625	59.25
1.542	39		2.042	50.58		3.083	58.17		3.583	59.16
1.500	38		2.000	50		3.042	58.08		3.542	59.08
1.458	37					3.000	58			
1.417	36					2.958	57.92			
1.375	35					2.917	57.83			
1.333	34					2.875	57.75			
1.292	33					2.833	57.67			
1.250	32					2.792	57.58			
1.208	31					2.750	57.5			
1.167	30					2.958	57.92			
1.125	29					2.917	57.83			
1.083	28					2.875	57.75			
1.042	27					2.708	57.42			
1.000	26					2.667	57.33			
.958	25					2.625	57.25			
.917	24					2.583	57.16			
.875	23					2.542	57.08			
.833	22					2.500	57			
.792	21									
.750	20									
.708	19									
.667	18									
.625	17									
.583	16									
.542	15									
.500	14									
.458	13									
.417	12									
.375	11									
.333	10									
.292	9									
.250	8									
.208	7									
.167	6									
.125	5									
.083	4305									
.042	32									
.000	0									

Rounding Rules will apply

Appendix D

Prattsburgh Central School
Teacher Improvement Plan

Teacher Name:_____ Evaluator:_____

Subject/Grade Level:_____

Composite Score with breakdown:_____

Conference Date: _____ Length of TIP:_____

1. Goal /Objective: (Specific, realistic, manageable and measurable objective stating what you hope to achieve. This should be an initiative which you consider to be worthy of focused attention.)

2. Action Plan: (Strategies, activities, or methods you believe will be meaningful in accomplishing your goal.)
   -
   -
   -

3. Specific Performance Indicators: (Evidence that the objective has been achieved. This section describes what will be used as measures of your success and progress towards goal.)
   -
   -

4. How can the administrator or other school personnel help you in achieving your goal?

Assignment of mentor teacher? Yes No

The teacher, evaluator, mentor(if applicable) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP will be modified accordingly.

Teacher Signature:_____ Date: _____
Evaluator Signature:_____ Date:_____
PTA Rep Signature (if requested):_____ Date:_____

Prattsburgh Central School
Teacher Improvement Plan

Meeting Date: _____
Evaluator Comments:

Teacher Comments:

Meeting Date: _____
Evaluator Comments:

Teacher Comments:

Recommendation for Results of TIP
_____ The teacher has met the performance goals identified through the TIP.
_____ The teacher has not met the performance goals.

Next Steps:

Evaluator Signature: _____ Date: _____
Teacher Signature: _____ Date: _____

*Teachers signature does not constitute agreement but merely signifies that s/he has examined and discussed the materials with the evaluator.

Appendix C

Prattsburgh Central School

Principal Improvement Plan

(To be completed jointly by principal and superintendent)

Name_____

Academic Year_____

Deficiencies/Areas of Concern:

Improvement Goals/Outcomes:

Action Steps/Activities- Including Timeline for Completion:

Evidence to be Provided for Goal Achievement:

Principal Comments:

Superintendent Comments:

Principal Signature:_____Date:_____

Superintendent Signature: _____Date:_____

End of the year review: (check all that apply)

_____ Principal has successfully met criteria outlined in the PIP.
_____ Principal has not successfully met criteria outlined in the PIP.
_____ Principal has received a composite score of effective or better
_____ Principal has not received a composite score of effective or better.

Principal Signature: _____Date:_____

Superintendent Signature:_____Date:_____

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and the 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: 12/14/12

Teachers Union President Signature: Date: 12/14/12

Administrative Union President Signature: Date: 12/14/12

Board of Education President Signature: Date: 12/14/12