



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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June 28, 2014

**Revised**

Dr. Allan McCartney, Acting Superintendent  
Ravena-Coeymans-Selkirk Central School District  
15 Mountain Road  
Ravena, NY 12143

Dear Superintendent McCartney:

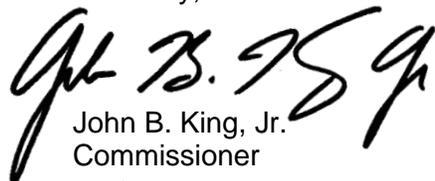
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Charles Dedrick

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, June 13, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 010402060000

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

010402060000

#### 1.2) School District Name: RAVENA-COEYMANS-SELKIRK CSD

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

RAVENA-COEYMANS-SELKIRK CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

### Page 1

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

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

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

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

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

For core subjects: 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 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Ravena-Coeymans-Selkirk District developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Ravena-Coeymans-Selkirk District developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Ravena-Coeymans-Selkirk District developed Grade 2 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 measuring student growth on the assessments listed for this Task.

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

In order to establish HEDI scores for teachers of K-2 ELA, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grades K-2 ELA pre and post test assessments.

In order to establish HEDI scores for teachers of grade 3 ELA, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grade 3 ELA pre test assessment and the Grade 3 ELA State Assessment.

HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Table in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Table in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Table in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Table in 2.11

### 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	District, regional, or BOCES-developed assessment	Ravena-Coeymans-Selkirk District developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Ravena-Coeymans-Selkirk District Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Ravena-Coeymans-Selkirk District Developed Grade 2 Math Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>In order to establish HEDI scores for teachers of K-2 Math, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grades K-2 Math pre and post test assessments.</p> <p>In order to establish HEDI scores for teachers of grade 3 Math, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grade 3 Math pre test assessment and Grade 3 State Math Assessment.</p> <p>HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Table in 2.11

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Table in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Table in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Table in 2.11

## 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	Ravena-Coeymans-Selkirk District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Ravena-Coeymans-Selkirk 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>In order to establish HEDI scores for teachers of Grade 6-7 Science, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grades 6 and 7 Science pre and post test assessments.</p> <p>In order to establish HEDI scores for teachers of grade 8 Science, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grade 8 Science pre test assessment and the Grade 8 State Science Assessment.</p> <p>HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Table in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Table in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Table in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Table in 2.11

## 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	Ravena-Coeymans-Selkirk District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Ravena-Coeymans-Selkirk District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Ravena-Coeymans-Selkirk 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In order to establish HEDI scores for teachers of Grade 6-8 Social Studies, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grade 6-8 Social Studies pre and post test assessments.  HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Table in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Table in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Table in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Table in 2.11

## 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	Ravena-Coeymans-Selkirk District Developed Grade 9 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>In order to establish HEDI scores for teachers of Global I, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Global I pre and post test assessments.</p> <p>In order to establish HEDI scores for teachers of Global 2 and American History, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Global 2 or American History pre test assessment and the State Regents Assessment in Global 2 or American History.</p> <p>HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Table in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Table in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Table in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Table in 2.11

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>In order to establish HEDI scores for teachers of Living Environment, Earth Science, Chemistry, and Physics, the District will use individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Living Environment, Earth Science, Chemistry, or Physics pre test</p>
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assessment and the State Regents Assessment in Living Environment, Earth Science, Chemistry, or Physics.

HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Table in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Table in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Table in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Table in 2.11

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>In order to establish HEDI scores for teachers of Algebra I, Geometry and Algebra II/Trig, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Algebra I, Geometry or Algebra II/Trig pre test assessment and the State Regents Assessment in Algebra I, Geometry or Algebra II/Trig.</p> <p>HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.</p> <p>Ravena-Coeymans-Selkirk District will be offering both the Integrated Algebra Regents Exam and the Common Core Algebra Regents. This will be offered to all students enrolled in the Common Core Curriculum Algebra I course. The higher of the two scores for each individual student will be used to calculate the HEDI score for those teachers.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Table in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Table in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Table in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Table in 2.11

## 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	Ravena-Coeymans-Selkirk District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Ravena-Coeymans-Selkirk District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In order to establish HEDI scores for teachers of Grade 9-10 ELA, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grades 9 and 10 ELA pre and post test assessments.
	In order to establish HEDI scores for teachers of grade 11 ELA, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grade 11 ELA pre test assessment and the New York State Comprehensive English Regents Exam.
	HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Table in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See Table in 2.11

Developing (3 - 8 points) Results are below District goals for similar students.	See Table in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Table in 2.11

## 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
African American Literature	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific African American Literature Assessment
Drawing 1	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Drawing 1 Assessment
Participation in Government	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Participation in Government Assessment
Career and Finance Management	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Career and Finance Management Assessment
CHS Computer Applications	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific CHS Computer Applications Assessment
CHS Math Structures	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Math Structures Assessment
AP Biology	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific AP Biology Assessment
Spanish 2	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Spanish 2 Assessment
Culinary Arts	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Culinary Arts Assessment
Elementary Chorus	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Elementary Chorus Assessment
Introduction to Engineering and Design	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Design Assessment
Elementary PE	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Elementary PE Assessment
Career Exploratory Internship Program	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific CEIP Assessment
Elementary Art	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Elementary Art Assessment
Music Theory	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Music Theory Assessment
AP Chemistry	District, Regional or BOCES-developed	Ravena-Coeymans-Selkirk District Developed Course-Specific AP Chemistry assessment

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

assessments listed for this Task.

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

(There is an upload of additional courses for 2.10)

In order to establish HEDI scores for teachers of these courses, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed pre and post test assessments.

HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.

ESL teachers will receive a HEDI score for growth by weighting the results of two measures proportionality based on student population, and combing those scores:

NYSESLAT = the district has set a minimum rigor expectation for growth that each ESL student taking the NYSESLAT will increase their NYSESLAT scaled score by a minimum of 25 points over their prior year's NYSESLAT raw score. When no prior NYSESLAT score exists, a Ravena-Coeymans-Selkirk District developed pre-test will be used to establish baseline data which will be used to establish individual student growth targets on the NYSESLAT. The teacher will establish these targets and the principal will approve.

HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.

State or Local Assessments = ESL teachers will receive an ELA growth score based on student demonstrated growth on the Ravena-Coeymans-Selkirk District Developed Local Assessments in grades K - 2 and 9, 10, 12, the New York State assessment in ELA in grades 3-8, and the NYS Comprehensive English Regents Assessment in grade 11. Using baseline pre-assessment data, the District will set individualized student growth targets with respect to the Ravena-Coeymans-Selkirk Developed ESL Assessment in grades k-2, 9, 10, and 12. In order to establish HEDI scores for teachers of grade 3 and grade 11 ESL, the District will set individualized student growth targets to determine successful student progress between the Ravena-Coeymans-Selkirk (RCS) developed Grades 3 and 11 ELA pre test assessment and the New York State Grade 3 ELA test and the Comprehensive English Regents Exam. In grades 4-8, the ESL teacher will receive a State provided growth score.

Overall Growth Component Score Averages for ESL teachers will be rounded up or down to the nearest whole number.

In order to establish HEDI scores for teachers of the Functional Skills course, the District will set individualized student growth targets to determine successful student progress between baseline data and the Ravena-Coeymans-Selkirk (RCS) developed post test assessments or the NYSAA. HEDI score will assigned based on the percentage of students in a teacher's class that meet or exceed student growth targets.

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

See Table in 2.11

Effective (9 - 17 points) Results meet District goals for similar students.	See Table in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See Table in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Table in 2.11

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

assets/survey-uploads/12186/536333-avH4IQNZMh/RCS Form 2 10 Classes 6-13-14a.doc

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/536333-TXEttx9bQW/Hedi scoring for portal Local 20.docx

## 2.12) Locally Developed Controls

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

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

No Controls

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB
5	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 8 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.	In grade 4, AIMSWEB will be given three times a year to all students. Based upon the national norms, the Ravena-Coeymans-Selkirk district will establish individual achievement targets and a third and final score for each student will be used for the teacher's APPR. Teacher HEDI scores will be determined by the frequency of students achieving at the
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preset targets/number of total students x 100. See attachment in 3.3

For grades 5-8 a local post- assessment will be given. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100. The HEDI rubric is attached at 3.3.

HEDI points will be awarded on a 20 point scale, in the absence of a value-added measure, and on a 15 point scale after implementation of a value-added model.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB
5	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 8 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.	In grade 4, AIMSWEB will be given three times a year to all students. Based upon the national norms, the Ravena-Coeymans-Selkirk district will establish individual achievement targets and the third and final score for each
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student will be used for the teacher's APPR. Teacher HEDI scores will be determined by the frequency of students achieving at the preset targets/number of total students x 100. See attachment in 3.3

For grades 5-8 a local post- assessment will be given. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100. The HEDI rubric is attached at 3.3.

HEDI points will be awarded on a 20 point scale, in the absence of a value-added measure, and on a 15 point scale after implementation of a value-added model.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/536334-rhJdBgDruP/HEDI Scoring for portal-Local 20 and 15.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

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

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.	In grades K-3, AIMSWEB will be given three times a year to all students. Based upon the national norms, the Ravena-Coeymans-Selkirk district will establish achievement targets and the third and final score for each student will be used for the teacher's APPR. Teacher HEDI scores will be determined by the frequency of students achieving at the preset targets/number of total students x 100. See attachment in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	HEDI categories attached

grade/subject.

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

HEDI categories attached

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

HEDI categories attached

### 3.5) Grades K-3 Math

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

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

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.

In grades K-3, AIMSWEB will be given three times a year to all students. Based upon the national norms, the Ravena-Coeymans-Selkirk district will establish achievement targets and the third and final score for each student will be used for the teacher's APPR. Teacher HEDI scores will be determined by the frequency of students achieving at the preset targets/number of total students x 100. See attachment in 3.13

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

HEDI categories attached

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

HEDI categories attached

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

HEDI categories attached

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

HEDI categories attached

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 6-8 a Ravena-Coeymans-Selkirk District Developed post post- assessment will be given. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100. The HEDI rubric is attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 8 Social Studies Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 6-8 a Ravena-Coeymans-Selkirk District Developed post- assessment will be given. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100. The HEDI rubric is attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 9 Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 10 Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 11 American History Assessment

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

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

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.	For Global I, Global II and American History a Ravena-Coeymans-Selkirk District Developed post- assessment will be given. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100. The HEDI rubric is attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Course-Specific Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Course-Specific Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Course-Specific Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Course-Specific Physics Assessment

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

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

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.	For Living Environment, Earth Science, Chemistry, and Physics a Ravena-Coeymans-Selkirk District Developed post-assessment will be given. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100. The HEDI rubric is attached at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	HEDI categories attached

grade/subject.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES-developed assessments	Ravena-Coeymans-Selkirk District Developed Course-Specific Algebra 1 Assessment
Geometry	5) District, regional, or BOCES-developed assessments	Ravena-Coeymans-Selkirk District Developed Course-Specific Geometry Assessment
Algebra 2	5) District, regional, or BOCES-developed assessments	Ravena-Coeymans-Selkirk District Developed Course-Specific Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Algebra I, Geometry, and Algebra II a Ravena-Coeymans-Selkirk District Developed post- assessment will be given. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100. The HEDI rubric is attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Ravena-Coeymans-Selkirk District Developed Grade 11 ELA Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grade 9 ELA, Grade 10 ELA, and Grade 11 ELA a Ravena-Coeymans-Selkirk District Developed post- assessment will be given. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100. The HEDI rubric is attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached

### 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
African American Literature	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific African American Literature Assessment
Drawing 1	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Drawing 1 Assessment

Participation in Government	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Participation in Government Assessment
Career and Finance Management	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Career and Finance Management Assessment
CHS Computer Applications	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific CHS Computer Applications Assessment
CHS Math Structures	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Math Structures Assessment
AP Biology	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific AP Biology Assessment
Spanish 2	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Spanish 2 Assessment
Culinary Arts	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Culinary Arts Assessment
Elementary Chorus	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Elementary Chorus Assessment
Introduction to Engineering and Design	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Design Assessment
Elementary PE	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Elementary PE Assessment
Career Exploratory Internship Program	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific CEIP Assessment
Elementary Art	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Elementary Art Assessment
Music Theory	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific Music Theory Assessment
AP Chemistry	5) District/regional/BOCES–developed	Ravena-Coeymans-Selkirk District Developed Course-Specific AP Chemistry assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	For all above listed courses a Ravena-Coeymans-Selkirk District Developed post- assessment will be given. Teacher HEDI scores
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100.  The HEDI rubric is attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI categories attached

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)

[assets/survey-uploads/12149/536334-Rp00l6pk1T/RCS Form 3 12 Courses 6-13-14.doc](#)

### 3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/12149/536334-y92vNseFa4/HEDI Scoring for portal-Local 20.pdf](#)

### 3.14) Locally Developed Controls

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

No Controls

### 3.15) Teachers with More Than One Locally Selected Measure

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

If educators have more than one local measure, the resultant HEDI scores will be combined, divided by the number of total HEDI scores, and the resultant HEDI score will be rounded to the nearest whole number. Rounding will not cause teachers to move between HEDI rating categories.

### 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 Tuesday, April 30, 2013

Updated Friday, June 13, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	NYSUT Teacher Practice Rubric
---------------------------------------	-------------------------------

Second Rubric, if applicable	Not Applicable
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### 4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

#### Probationary teachers

- 1 unannounced observation = 11 points Standards 3 and 4
- 2 announced observation =10 points each (20)points Standards 2,3,4,5
- Professional Reflection and Goal Setting= 15 points Standards 1,6,7
- Structured Reveiw of Teacher Artifacts, Evidence Collection= 14 points Standard 1,6,7

#### Tenured Teachers

- 1 unannounced observation = 15 points Standards 3 and 4
- 1 announced observation =16 points each points Standards 2,3,4,5
- Professional Reflection and Goal Setting= 15 points Standards 1,6,7
- Structured Reveiw of Teacher Artifacts, Evidence Collection= 14 points Standard 1.6,7

Teachers will earn score between 1 and 4 for each element of the rubric within each of the Standards. These scores will be averaged within each of the events above (unannounced, announced, reflection, and artifacts). The average 1-4 score for each event will be

weighted as per the uploaded chart, totaled, and divided by 6 to determine the final 1-4 score. The final 1-4 score will be converted to a 0-60 score using the uploaded conversion chart. The Goals and Professional Reflection will be rated through the submission of teacher artifacts. These scores are then input into the attached form "D" multiplier table. The 1-4 average rubric scores are the minimum values necessary to earn the corresponding 0-60 HEDI points.

Upload RCS Form D and HEDI Chart

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/12179/536335-eka9yMJ855/RCS Form D and HEDI Chart 6-13-14.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.	Composite score 59-60 All seven NYS standards evaluated
Effective: Overall performance and results meet NYS Teaching Standards.	Composite score of 57-58 All seven NYS standards evaluated
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Composite score 50-56 All seven NYS standards evaluated
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Composite score of 0-49 All seven NYS standards evaluated

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
-------------	---

Informal/Short	1
----------------	---

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

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

- 
- In Person
- 

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



# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, May 09, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/145686-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:

#### LETTER OF UNDERSTANDING

The Ravena-Coeymans- Selkirk parties mutually agree to the following terms and conditions regarding the Teacher Appeals Process for classroom teachers.

Teacher Appeals Process for the APPR

## Overview

Probationary teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may not appeal the APPR. Tenured teachers may only appeal an overall evaluation for one of the following reasons:

1. The substance and rating of the APPR
2. Adherence to standards and methodologies required for such review
3. Adherence to Commissioner's regulations
4. The issuance and/or implementation of the terms of an improvement plan in connection with "ineffective" or "developing" determinations.

Tenured teachers may submit written rebuttals of determination of "effective" and "highly effective" if desired, but may not appeal the rating.

## Appeals Panel

The Appeals Panel shall consist of two members appointed by the District and two members appointed by the local Teachers' Association.

## Procedure

### Short Description:

Teacher Receipt of APPR --- Appeal made to District Superintendent within 15 school days --- Superintendent notifies the Appeals Panel within 5 school days --- Appeals hearing is scheduled within 30 school days of the District Superintendent's receipt of the Appeal --- The Appeals Panel has 15 school days in which to render a decision --- If unable to render a decision, the Appeals Panel must submit statements to the District Superintendent and Teacher Union President within those same 15 school days --- The District and Teacher Union President must render a written decision within 10 school days of receiving statements from the Appeals Committee

### Long Description:

1. A tenured teacher desiring to appeal their APPR composite summary score must submit a written statement with a rationale for the appeal, based on the above allowable parameters. The appeal must be made within 15 school days of the teacher formally being assigned the rating. Appeals of the issuance or implementation of the terms of an Improvement Plan must be made within 15 days of the issuance of the Improvement Plan, or within 15 days of each alleged failure by the district to implement a component of the improvement plan as applicable. The written appeal must be submitted to the superintendent.
2. The district superintendent will notify the association president and the Appeals Panel in writing within 5 school days of have received the appeal and schedule an appeal hearing within 30 calendar days of the receipt of the appeal. The hearing will be conducted by the Appeals Panel at the District Office on a school day at a mutually agreed upon time by the District and the Teachers' Association on a school day. The teacher is entitled to have representation at this hearing and to present evidence and witnesses.
3. The Appeals Panel may modify the APPR, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator chosen by the District and the Association (not the original evaluator) and a consulting teacher trained in Peer Review Assistance (PAR). The Panel will render a decision within 15 school days of having received written notice of the appeal from the district superintendent (number 2 above).
4. In the event the committee is not unanimous in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal within . The committee members' written statements, together with the full record of the appeal, shall then be forwarded to the District Superintendent and the RCSTA President within the 15 days (number 3 above). This two person body, or their designees, must render a decision in writing within 10 school days of receiving the statements from the Appeals Panel. This decision of this two person panel may modify the APPR, set aside the rating, or call for a new rating conducted by an administrator chosen by the District and the Association.
5. In cases where the teacher prevails at the appeal (in part or whole), upon request of the teacher, a different evaluator (not the original evaluator) will be assigned to conduct the APPR the succeeding year.

The determination of the appeal pursuant to the above process is final and binding, and not subject to any further appeal. Failure of either the District or the Association to abide by the above agreed upon process is subject to the grievance procedure.

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

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

Training and certification will be completed by each administrator in the "NYSUT rubric and evaluation" process prior to the implementation of observations by that administrator. Attendees will include the Assistant Superintendent for Curriculum and Instruction, Director of Special Education, and all building level administrators.

The superintendent or his/her designee will certify Lead Evaluators upon receipt of evidence that he/she has completed the appropriate training. All Evaluators will attend the 40 hour training provided by NYSUT. This training will include the nine required elements outlined in Regents Rules section 30-2.9." At the conclusion of the 40 hours of training, all participants will be evaluated for certification. If any evaluator does not meet the necessary requirements of the NYSUT training, they will be retrained and reevaluated in the same manner.

Lead evaluators will participate in re-certification and re-calibration training at least once each school calendar year. Ongoing training for all evaluators on the use of a teacher evaluation tool or protocol is one way to ensure continuous inter-rater reliability. Through inter-rater reliability, we will address the consistency of the implementation of a rating system.

## 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)

Created Tuesday, April 30, 2013

Updated Wednesday, March 05, 2014

## Page 1

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, May 16, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	AIMSWEB
6-8	(d) measures used by district for teacher evaluation	Ravena-Coeymans-Selkirk Developed Assessments for grade 6-8 ELA and Math
9-12	(d) measures used by district for teacher evaluation	Ravena-Coeymans-Selkirk Developed Assessments for five disciplines: Algebra I, Earth Science, Global History, US History, and 11th Grade English Language Arts
K-5	(d) measures used by district for teacher evaluation	Ravena-Coeymans-Selkirk Developed 5th Grade ELA and Math 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For K-5 principals, the Ravena-Coeymans-Selkirk District will establish achievement targets based on national norms for students on ELA and Math in grades 3 and 4. HEDI points will be awarded based on the percentage of students that meet or exceed their achievement targets. HEDI points will also be assigned by the percentage of students in grade 5th grade that receive a 65% or better on the Ravena-Coeymans-Selkirk district designed assessment on ELA and Math.</p> <p>Principal HEDI score in 6-8 school will be established by adding the total number of students who achieve a score of 65% or better on a Ravena-Coeymans-Selkirk Developed post-assessment in grades 6-8 in ELA and Math/total number of students x 100.</p> <p>Principal HEDI score in 9-12 school will be established by adding the total number of students who achieve a score of 65% or better on a Ravena-Coeymans-Selkirk Developed</p>
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post-assessment in Algebra I, Earth Science, Global History II, US History, and 11 Grade English Language Arts/total number of students x 100.

HEDI points will be awarded on a 20 point scale, in the absence of a value-added measure, and on a 15 point scale after implementation of a value-added model.

The resultant score(s) will be applied to the attached HEDI Scoring Rubric

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached

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

(No response)

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

assets/survey-uploads/12190/536339-qBFVOWF7fC/HEDI Scoring for portal-Local 20 and 15.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

**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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
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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.	None
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	None
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	None
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	None
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	None

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

No Controls

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

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

The HEDI scores will be equally weighted and these scores will be averaged to determine a final subcomponent HEDI score. Standard rounding rules will apply when determining the final HEDI score, however, rounding will not permit a principal to move between HEDI rating categories.

### 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 Tuesday, April 30, 2013

Updated Friday, May 16, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric   Rubric	Marshall's Principal Evaluation Rubric
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The Marshall Principal Rubric is scored based on 1-4 Rubric scale for each of the six Domains: Diagnosis and Planning; Priority management and Communication; Curriculum and Data; Supervision, Evaluation, and Professional Development; Discipline and parent Involvement; management and External Relations; with a resultant final average Rubric score. The 1-4 scores for each domain will be averaged together to establish a rubric score for each observations. Multiple evaluations are conducted on an administrator; the average of Rubric scores will be computed before using the conversion chart (Appendix A) (e.g. Final Rubric Score +Final Rubric Score/2 = average Rubric Score to be applied and converted into a HEDI score using the attached chart). A detailed explanation is attached: Appendix A.

The 1-4 average rubric score values are the minimum necessary to earn the corresponding 0-60 HEDI points.

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

<assets/survey-uploads/12205/536340-pMADJ4gk6R/Admin HEDI Rubric Appendix A only.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 standards.	Reserved for truly outstanding leadership as described by very demanding criteria as outlined in the Marshall rubric.
Effective: Overall performance and results meet standards.	Describes solid expected professional performance as outlined in the Marshall rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Indicates performance has real deficiencies as outlined in the Marshall rubric.
Ineffective: Overall performance and results do not meet standards.	Indicates performance is clearly unacceptable and immediate change is needed as outlined in the Marshall rubric.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### Probationary Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

### Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/536342-Df0w3Xx5v6/Appendix C Admin Improvement Plan.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

RAVENA – COEYMANS – SELKIRK CENTRAL SCHOOL DISTRICT

Principal APPR Appeals Process

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law 3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to Commissioner's Regulations, as applicable to such reviews;
4. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
5. The school district's issuance and/or implementation of the terms of the principal improvement plan.

#### RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

#### PROHIBITIONS AGAINST MORE THAN ONE APPEAL:

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may be prompt and appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

#### BURDEN OF PROOF:

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

#### TIME FRAME FOR FILING APPEAL:

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension, of the time in which to file an appeal, of up to ten (10) business days will be granted by the superintendent upon written request.

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

#### TIMEFRAME FOR DISTRICT RESPONSE:

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

#### DECISION PROCESS FOR APPEAL:

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

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5)

business days or more than fifteen (15) business days after the hearing officer is selected.

- b. The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.
- e. The parties shall have the prerogative to determine whether the appeal shall be open to the public or not.
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

#### DECISION:

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

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

#### OTHER:

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
3. The district and unit agree that hearing officers shall be paid no more than \$400 for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the District.
4. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his rights to file an appeal.

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

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

The Superintendent and Assistant Superintendent for Curriculum and Instruction as Lead Evaluators will, each year, attend an eight (8) hour training offered through SAANYS or BOCES on the implementation of the Marshall plan. Inter-rater reliability will be achieved by collaborating (working together) on at least one principal evaluation per school year. Training will address all nine elements required by Regents Rules section 30-2.9. The Board of Education will certify and/or recertify lead evaluators upon receipt of evidence of the completion of training.

### 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 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	Checked
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teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.

11.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. Checked

11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. Checked

## 12. Joint Certification of APPR Plan

Created Monday, June 24, 2013

Updated Thursday, June 19, 2014

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### Page 1

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

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

assets/survey-uploads/12158/548056-3Uqgn5g9Iu/RCS Signature Page 6-19-14.pdf

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

**Form 2.10) All Other Courses – Ravena-Coeymans-Selkirk**

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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
AP American Literature	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific AP American Literature Assessment
Drawing 2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Drawing 2 Assessment
Studio in Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Studio in Art Assessment
Ceramics	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Ceramics Assessment
<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>

Economics	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Economics Assessment
Business and Financial Math	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Business and Financial Math Assessment
CHS Business Law	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific CHS Business Law Assessment
Algebra1A	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Algebra 1A Assessment
UHS Pre-Calculus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific UHS Pre-Calculus Assessment
Spanish 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Ravena-Coeymans-Selkirk District Developed

	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Course Specific Spanish 3 Assessment
Spanish 4	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Spanish 4 Assessment
Spanish 5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Spanish 5 Assessment
French 2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific French 2 Assessment
French 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific French 3 Assessment
French 4	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific French 4 Assessment
French 5	<input type="radio"/> State Assessment	Ravena-Coeymans-

	<ul style="list-style-type: none"> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Selkirk District Developed Course Specific French 5 Assessment
Fashion and Interior Design	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Fashion and Interior Design Assessment
Elementary Band	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Elementary Band Assessment
Middle School Chorus	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School Chorus Assessment
Middle School Band	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School Band Assessment
High School Chorus	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific

	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	High School Chorus Assessment
High School Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific High School Band Assessment
Middle School PE	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School PE Assessment
High School PE	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific High School PE Assessment
Middle School Health	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School Health Assessment
High School Health	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific High School Health

		Assessment
Middle School Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School Art Assessment
High School Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific High School Art Assessment
ESL	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific ELA assessment for Grades K-2, 9,10, and 12.
ESL	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	The NYS grades 3-8 assessments in ELA and Comprehensive English Regents Exam as well as the NYSESLAT.
Functional Skills	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Ravena-Coeymans-Selkirk District Developed Course Specific Assessment in Functional Skills

Functional Skills	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	The NYSAA for graduating Skills students.
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	

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

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.	
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# Ravena-Coeymans-Selkirk Central School District

## HEDI SCORING

<b>HEDI Scoring</b>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>To be effective 50% of our students will meet the benchmark.</p>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>						<b>INEFFECTIVE</b>		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	90-100	85-89	80-84	75-79	72-74	69-71	66-68	63-65	60-62	57-59	53-56	50-52	45-49	40-44	35-39	30-34	28-29	26-27	20-25	10-19	0-9
Percent of Students Reaching Target →																					

# Ravena-Coeymans-Selkirk Central School District

Local 20%

HEDI SCORING

<b>HEDI Scoring</b>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>To be effective in the 20 point scale, 50% of our students must meet the benchmark.</p>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	90-100	85-89	80-84	75-79	72-74	69-71	66-68	63-65	60-62	57-59	53-56	50-52	45-49	40-44	35-39	30-34	28-29	26-27	20-25	10-19	0-9
Percent of Students Reaching Target →																					

Local 15 %

HEDI SCORING

To be effective in the 15 point scale, 53% of our students must meet the benchmark.

<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>						<b>DEVELOPING</b>					<b>INEFFECTIVE</b>		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>92%	86-92%	83-85%	76-82%	71-75%	65-70%	59-64%	53-58%	47-52%	39-46%	33-38%	28-32%	23-27%	14-22%	1-13%	0%

**Form 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 an attachment.

	<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
	AP American Literature	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific AP American Literature Assessment
	Drawing 2	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Drawing 2 Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
Studio in Art	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Studio in Art Assessment
Ceramics	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Ceramics Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
Economics	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Economics Assessment
Business and Financial Math	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Business and Financial Math Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
CHS Business Law	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific CHS Business Law Assessment
Algebra1A	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Algebra 1A Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
UHS Pre-Calculus	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific UHS Pre-Calculus Assessment
Spanish 3	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Spanish 3 Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
Spanish 4	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Spanish 4 Assessment
Spanish 5	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Spanish 5 Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
French 2	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific French 2 Assessment
French 3	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific French 3 Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
French 4	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific French 4 Assessment
French 5	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific French 5 Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
Fashion and Interior Design	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Fashion and Interior Design Assessment
Elementary Band	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Elementary Band Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
Middle School Chorus	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School Chorus Assessment
Middle School Band	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School Band Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
High School Chorus	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific High School Chorus Assessment
High School Band	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific High School Band Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
Middle School PE	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School PE Assessment
High School PE	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific High School PE Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
Middle School Health	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>x 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School Health Assessment
High School Health	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific High School Health Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
Middle School Art	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>x 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Middle School Art Assessment
High School Art	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific High School Art Assessment

	<ul style="list-style-type: none"> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
ESL	<ul style="list-style-type: none"> <li>1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Skills assessment in ELA
ESL	<ul style="list-style-type: none"> <li>1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>X 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> </ul>	NYSESLAT

	<ul style="list-style-type: none"> <li>5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Functional Skills, Grades k-2, 9,10, and 11	<ul style="list-style-type: none"> <li>1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Ravena-Coeymans-Selkirk District Developed Course Specific Skills assessment in ELA and Math for students in grades k-2, 9,10, and 11
Functional Skills, Grades 3-8 and 12.	<ul style="list-style-type: none"> <li>1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li>X 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> </ul>	NYSAA

	<p>5) District/regional/BOCES–developed</p> <ul style="list-style-type: none"> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
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For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For all above listed courses a Ravena-Coeymans-Selkirk District Developed post- assessment will be given. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100.</p> <p>The exception are: ESL and Functional Skills. ESL teachers will</p>
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	<p>receive a HEDI score for achievement by weighting the results of two measures proportionately based on student population, and combining those scores.</p> <p>HEDI score will be assigned based on the percentage of students in a teacher's class that meet or exceed student achievement targets.</p> <p>ESL students will complete a Ravena-Coeymans-Selkirk District Developed Course Specific Skills assessment in ELA based on teacher developed and principal approved individual student achievement targets.</p>
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	<p>ESL will also be assessed on the NYSESLAT. HEDI score will be assigned based on the percentage of students that meet a “proficient” level based on the NYSESLAT scoring rubric on at least two of the four NYSESLAT modalities.</p> <p>Functional Skills students in grades K-2, 9, 10, and 11, students will complete a Ravena-Coeymans-Selkirk District Developed post-assessment. Teacher HEDI scores will be determined by the frequency of students achieving at a score of 65% or greater/total number of students x 100.</p> <p>For Functional Skills students in</p>
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	grades 3-8 and 12, teachers will be rated based on the percentage of students successfully meeting or exceeding a level 3 on the NYSAA.
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# Ravena-Coeymans-Selkirk Central School District

Local 20%

HEDI SCORING

<b>HEDI Scoring</b>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>To be effective in the 20 point scale, 50% of our students must meet the benchmark.</p>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	90-100	85-89	80-84	75-79	72-74	69-71	66-68	63-65	60-62	57-59	53-56	50-52	45-49	40-44	35-39	30-34	28-29	26-27	20-25	10-19	0-9
Percent of Students Reaching Target →																					

Ravena-Coeymans-Selkirk Form D Observation Rubric and HEDI Chart

Teacher Practice Rubric (Form D)  
Probationary Teachers (60%)

	Form	Standard	Score	Multiplier	Weighted Score
#1: Unannounced Observation	A	3, 4		X 1.1	
#2: Announced Observation	B	2, 3, 4, 5		X 1.0	
#3: Announced Observation	B	2, 3, 4, 5		X 1.0	
Professional Reflection & Goal Setting	C-1	1, 6, 7		X 1.5	
Structured Review of Teacher Artifacts, Evidence Collection	C-2	1, 6, 7		X 1.4	
				Total Weighted Score	
				Wgt Score /6= (Final Score)	

Tenured Teachers (60%)

	Form	Standard	Score	Multiplier	Weighted Score
#1: Unannounced Observation	A	3, 4		X 1.5	
#2: Announced Observation	B	2, 3, 4, 5		X 1.6	
Professional Reflection & Goal Setting	C-1	1, 6, 7		X 1.5	
Structured Review of Teacher Artifacts, Evidence Collection	C-2	1, 6, 7		X 1.4	
				Wgt Score /6= (Final Score)	

HEDI Rating	Final Score	Subcomponent Rating
Ineffective	1.0	0
	1.1	18
	1.2	27
	1.3	36
	1.4	49
Developing	1.5	50
	1.6	51
	1.7	52
	1.8	53
	1.9	54
	2.0	
	2.1	55
	2.2	
	2.3	56
2.4		
Effective	2.5	57
	2.6	
	2.7	
	2.8	
	2.9	
	3.0	58
	3.1	
	3.2	
	3.3	
	3.4	
Highly Effective	3.5	59
	3.6	
	3.7	
	3.8	60
	3.9	
	4.0	

**Appendix 5**  
**Teacher Impovment**  
**Plan Form**

Appendix F

RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT

Teacher Improvement Plan

Name \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_ Building \_\_\_\_\_

Teacher Improvement Plan extends from \_\_\_\_\_ to \_\_\_\_\_

AREAS FOR IMPROVEMENT

1. A copy of the Teacher Practice Rubric used in the observation will be attached.
2. List of Standards, Elements and Indicators rated Ineffective or Developing

Standard	Element	Indicator	Rating

## PLAN FOR IMPROVEMENT

Plan of Action	Time Frame	Other person(s) involved	How improvement will be assessed

# Ravena-Coeymans-Selkirk Central School District

Local 20%

HEDI SCORING

<b>HEDI Scoring</b>	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>To be effective in the 20 point scale, 50% of our students must meet the benchmark.</p>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	90-100	85-89	80-84	75-79	72-74	69-71	66-68	63-65	60-62	57-59	53-56	50-52	45-49	40-44	35-39	30-34	28-29	26-27	20-25	10-19	0-9
Percent of Students Reaching Target →																					

Local 15%

HEDI SCORING

To be effective in the 15 point scale, 53% of our students must meet the benchmark.

<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>						<b>DEVELOPING</b>					<b>INEFFECTIVE</b>		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>92%	86-92%	83-85%	76-82%	71-75%	65-70%	59-64%	53-58%	47-52%	39-46%	33-38%	28-32%	23-27%	14-22%	1-13%	0%

# **APPENDIX A**

## **RCSAA CONVERSION FOR MARSHALL RUBRIC TO HEDI RATING FOR ADMINISTRATORS**

The Marshall Principal Rubric is scored based on 1-4 Rubric scale for each of the six Domains, with a resultant final average RUBRIC score. If multiple evaluations are conducted on an administrator, the average of RUBRIC scores will be computed before using the conversion chart below (e.g. Final RUBRIC Score +Final RUBRIC Score/2 = average RUBRIC Score to be applied to the conversion chart below).

HEDI Conversion for the 60%, Marshall's Principal Evaluation Rubric

Marshall's Principal Evaluation Rubric

	Category	Rubric Score of 1-4
A.	Diagnosis and Planning	
B.	Priority Management and Communication	
C.	Curriculum and Data	
D.	Supervision, Evaluation, and Professional Development	
E.	Discipline and Parent Involvement	
F.	Management and External Relations	
	Total Scores =	
	Final Rubric Score = Total Scores / 6 =	

HEDI Rating	Final Score	Subcomponent Rating
Ineffective	1	0
	1.1	12
	1.2	24
	1.3	36
	1.4	49
Developing	1.5	50
	1.6	51
	1.7	52
	1.8	53
	1.9	54
	2.0	
	2.1	55
	2.2	
2.3	56	
2.4		
Effective	2.5	57
	2.6	
	2.7	
	2.8	
	2.9	58
	3.0	
	3.1	
	3.2	
	3.3	
	3.4	
Highly Effective	3.5	59
	3.6	
	3.7	
	3.8	60
	3.9	
4.0		



Differentiated Activities to Support Improvement	Time Frame	Other Persons Involved	How will improvement be measured?

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

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

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date:

*Alex. M. ...* 6/19/2014

Teachers Union President Signature: Date:

*Matthew J. ...* 6/17/14

Administrative Union President Signature: Date:

*Pan Blue* 6/17/14

Board of Education President Signature: Date:

*James J. ... II* 6/17/14