



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

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Commissioner of Education  
President of the University of the State of New York  
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January 9, 2013

Rosario Agostaro, Superintendent  
Rondout Valley Central School District  
P.O. Box 9  
Accord, NY 12404

Dear Superintendent Agostaro:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Charles Khoury

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Monday, January 07, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 620901060000

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

*620901060000*

#### 1.2) School District Name: RONDOUT VALLEY CSD

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

*RONDOUT VALLEY CSD*

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

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Tuesday, October 09, 2012

Updated Monday, January 07, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Rondout Valley-developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Rondout Valley-developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Rondout Valley-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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for K-3 ELA will utilize the Rondout Valley-developed ELA pre-assessments to set targets for Rondout Valley- developed post-assessments at K-2 and the state assessment at grade 3. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pre-assessment of the students assigned to the teacher. The teacher and the principal will collaboratively set growth targets. Students' pre-assessment scores will be the baseline and will be compared to the post-assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is show in 2.11 Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated as highly effective if 89-100% of students meet or exceed their goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated as effective if 80-88% of students meet or exceed their goals
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated as developing if 68-79% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated as ineffective if 0-67% of students meet or exceed their goals

### 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	Rondout Valley-developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Rondout Valley-developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Rondout Valley-developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for K-3 Math will utilize the Rondout Valley-developed ELA pre-assessments to set targets for Rondout Valley-developed post-assessments at K-2 and the state assessment at grade 3. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the
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pre-assessment of the students assigned to the teacher. The teacher and the principal will collaboratively set growth targets. Students' pre-assessment scores will be the baseline and will be compared to the post-assessment score to determine growth. the percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11 Teachers can achieve all scale points from 0 to 20.

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

A teacher will be rated as highly effective if 89-100% of students meet or exceed their goals

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

A teacher will be rated as effective if 80-88% of students meet or exceed their goals

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

A teacher will be rated as developing if 68-79% of students meet or exceed their goals

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

A teacher will be rated as ineffective if 0-67% of students meet or exceed their goals

### 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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Rondout Valley-developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The SLO for grade 7 science will utilize the Rondout Valley- developed science pre and post-assessments. The SLO for grade 8 science will utilize the Rondout Valley-developed pre-assessment and the 8th grade state science assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pre-assessment of the students assigned to the teacher. The teacher and the principal will collaboratively set growth targets. Students' pre-assessment scores will be the baseline and will be compared to the post-assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated as highly effective if 89-100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated as effective if 80-88% of students meet or exceed their goals
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated as developing if 68-79% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated as ineffective if 0-67% of students meet or exceed their goals

## 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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Rondout Valley-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Rondout Valley-developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades 7 and 8 social studies will utilize the Rondout Valley-developed social studies pre and post-assessments. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pre-assessment of the students assigned to the teacher. The teacher and the principal will collaboratively set growth targets. Students' pre-assessment scores will be the baseline and will be compared to the post-assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated as highly effective if 89-100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated as effective if 80-88% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated as developing if 68-79% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated as ineffective if 0-67% of students meet or exceed their goals

## 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	Rondout Valley-developed Global I Assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Social Studies Regents Courses will be rigorous and comparable. The same assessments will be used across all classrooms for the same course. Growth targets will be set based on the pre-assessment of the students assigned to the teacher. The teacher and the principal will collaboratively set growth targets. Students' pre-assessment scores will be the baseline and will be compared to the Regents assessment score or the Rondout Valley-developed assessment for Global 9 to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated as highly effective if 89-100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated as effective if 80-88% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated as developing if 68-79% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated as ineffective if 0-67% of students meet or exceed their goals

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Science Regents Courses will be rigorous and comparable. The same assessments will be used across all classrooms for the same course. Growth targets will be set based on the pre-assessment of the students assigned to the teacher. The teacher and the principal will collaboratively set growth targets. Students' pre-assessment scores will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated as highly effective if 89-100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated as effective if 80-88% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated as developing if 68-79% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated as ineffective if 0-67% of students meet or exceed their goals

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The SLOs for high school Math Regents Courses will be rigorous and comparable. The same assessments will be
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>used across all classrooms for the same course. Growth targets will be set based on the pre-assessment of the students assigned to the teacher. The teacher and the principal will collaboratively set growth targets. Students' pre-assessment scores will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher will be rated as highly effective if 89-100% of students will meet or exceed their goals.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A teacher will be rated as effective if 80-88% of students will meet or exceed their goals.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A teacher will be rated as developing if 68-79% of students will meet or exceed their goals.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>A teacher will be rated as ineffective if 0-67% of students will meet or exceed their goals.</p>

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Rondout Valley-developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Rondout Valley-developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLOs for high school ELA courses will be rigorous and comparable. The Rondout Valley-developed ELA pre and post-assessments will be used for grades 9 and 10. The Rondout Valley-developed grade 11 ELA pre-assessment and the ELA Regents examination will be used for grade 11. The same assessments will be used across all classrooms for the same course. Growth targets will be set based on the pre-assessment of the students assigned to the teacher. The teacher and the principal will collaboratively set growth targets. Students' pre-assessment scores will be the baseline and will be compared to the Rondout Valley-developed post-assessment or Regents assessment score to</p>
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determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.

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

A teacher will be rated as highly effective if 89-100% of students will meet or exceed their goals.

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

A teacher will be rated as effective if 80-88% of students will meet or exceed their goals.

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

A teacher will be rated as developing if 68-79% of students will meet or exceed their goals.

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

A teacher will be rated as ineffective if 0-67% of students will meet or exceed their goals.

## 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
All other secondary English courses	District, Regional or BOCES-developed	Rondout Valley-developed Course Specific ELA Assessments
All other secondary Math courses	District, Regional or BOCES-developed	Rondout Valley-developed Course Specific Math Assessments
All other secondary Social Studies courses	District, Regional or BOCES-developed	Rondout Valley-developed Course Specific Social Studies Assessments
All other secondary Science courses	District, Regional or BOCES-developed	Rondout Valley-developed Course Specific Science Assessments
All Technology courses	District, Regional or BOCES-developed	Rondout Valley-developed Technology 8 Assessment; 9-12 Rondout Valley-developed Course Specific Technology Assessments
All Health courses	District, Regional or BOCES-developed	Rondout Valley-developed Health 7 Assessment; Rondout Valley-developed 9-12 Health Assessment
Home and Careers	District, Regional or BOCES-developed	Rondout Valley-developed Home and Careers Assessment
All Business courses	District, Regional or BOCES-developed	9-12 Rondout Valley-developed Course Specific Business Assessments
AIS Math sections at all levels	School/BOCES-wide/group/eam results based on State	Corresponding Grade-specific State Math assessments and Rondout Valley-developed Grade-specific Math Assessments
Skills sections at all levels	School/BOCES-wide/group/eam results based on State	Corresponding Grade-specific State Math and/or ELA assessments and Rondout Valley-developed Grade-specific Math and/or ELA Assessments
AIS Reading sections at all levels	District, Regional or BOCES-developed	Corresponding Grade-specific State ELA assessments and Rondout Valley-developed Grade-specific ELA Assessments
AIS ELA sections at all levels	School/BOCES-wide/group/eam results based on State	Corresponding Grade-specific State ELA assessments and Rondout Valley-developed Grade-specific ELA Assessments

Art Courses at all levels	District, Regional or BOCES-developed	Rondout Valley-developed Grade Level/Course Specific Art Assessments
Music Courses at all levels	District, Regional or BOCES-developed	Rondout Valley-developed Grade Level/Course Specific Music Assessments
Physical Education Courses at all levels	District, Regional or BOCES-developed	Rondout Valley-developed Grade Level/Course Specific Physical Education Assessments
Lifeskills at all levels	School/BOCES-wide/group/team results based on State	Rondout Valley-developed Grade-specific Lifeskills Assessment and NYSAA
ESL at all levels	State Assessment	NYSESLAT
Library	District, Regional or BOCES-developed	Rondout Valley-developed Grade Level Library Assessments
All Foreign Language Courses	District, Regional or BOCES-developed	Rondout Valley-developed and BOCES-developed Course Specific Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for all courses will be rigorous and comparable. State assessments and/or Rondout Valley-developed assessments and/or BOCES developed assessments will be utilized. The same assessments will be used across all classrooms for the same course. Growth targets will be set based on the pre-assessment of the students assigned to the teacher. The teacher and the principal will collaboratively set growth targets. Students' pre-assessment scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated as highly effective if 89-100% of students will meet or exceed their goals.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated as effective if 80-88% of students will meet or exceed their goals.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated as developing if 68-79% of students will meet or exceed their goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated as ineffective if 0-67% of students will meet or exceed their goals.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

and upload that file here.

*assets/survey-uploads/5364/192048-TXEttx9bQW/HEDI Bands for APPR.pdf*

## 2.12) Locally Developed Controls

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

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

*There are no locally developed controls.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
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, October 09, 2012

Updated Tuesday, January 08, 2013

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning
5	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning

6	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning
7	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning
8	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning

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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0-15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 37-84
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-36
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning
5	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning
6	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning
7	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning
8	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning

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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0-15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 37-84
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-36
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

### 3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/192089-rhJdBgDruP/3.3.pdf>

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning
1	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning
2	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning

3	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning
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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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 41-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-40
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning
1	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning
2	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning
3	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning

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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 41-84
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-40
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning

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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 41-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-40
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	Star Reading Enterpris, Renaissance Learninge

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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 41-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-40
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

for grade/subject.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Global 2	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
American History	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning

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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 41-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-40
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Earth Science	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Chemistry	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Physics	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning

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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 41-84
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-40
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning
Geometry	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning
Algebra 2	4) State-approved 3rd party assessments	Star Math Enterprise, Renaissance Learning

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 41-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-40
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

### 3.11) High School English Language Arts

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

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

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

Grade 9 ELA	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning
Grade 10 ELA	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning
Grade 11 ELA	4) State-approved 3rd party assessments	Star Reading Enterprise, Renaissance Learning

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective with a Student Growth Percentile Score of 41-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing with a Student Growth Percentile Score of 12-40
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

### 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
All other secondary English courses	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
All other secondary Math courses	6(ii) School wide measure computed locally	Star Math Enterprise, Renaissance Learning
All other secondary Social Studies courses	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
All other secondary Science courses	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning

All Technology courses	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
All Health courses	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Home and Careers	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
All Business courses	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
AIS Math sections at all levels	6(ii) School wide measure computed locally	Star Math Enterprise, Renaissance Learning
Skills sections at all levels	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
AIS Reading sections at all levels	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
AIS ELA sections at all levels	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Art courses at all levels	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Music courses at all levels	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Physical Education courses at all levels	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Students in Lifeskills courses who qualify for or will qualify for NYSAA	5) District/regional/BOCES–developed	Rondout Valley-developed Lifeskills assessment
Students in Lifeskills courses who take state assessments	6(ii) School wide measure computed locally	Star Reading Enterprise and/Star Math Enterprise, Renaissance Learning
ESL at all levels	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
Library at all levels	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning
All Foreign Language courses	6(ii) School wide measure computed locally	Star Reading Enterprise, Renaissance Learning

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

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

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

A Rondout Valley-developed, grade-specific Lifeskills assessment will be used for Lifeskills students who qualify for or who will qualify for the NYSAA. The Lifeskills assessment will provide a different measure than the Lifeskills assessment for the SLO. The teacher and the principal will collaboratively set achievement targets. State-approved 3rd party assessments will be used for all

other courses. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.

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

A teacher will be rated as highly effective with a Student Growth Percentile Score of 85-99

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

A teacher will be rated as effective with a Student Growth Percentile Score of 41-84

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

A teacher will be rated as developing with a Student Growth Percentile Score of 12-40

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

A teacher will be rated as ineffective with a Student Growth Percentile Score of 1-11

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/192089-y92vNseFa4/Teacher 20 point Conversion for STAR.pdf*

### 3.14) Locally Developed Controls

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

*No locally developed 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.

*Teachers in grades K-6 who have a cohort of students in both mathematics and English Language Arts will receive an average of the composite score from the STAR Mathematics Assessment and the STAR Reading Assessment. Teachers who have a cohort of students in a Lifeskills class who take the state assessments in both mathematics and English Language arts will receive an average of the composite score from the Star Mathematics Assessment and the Star Reading Assessment.*

### 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, October 09, 2012

Updated Monday, January 07, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*Not Applicable*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	44
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	16

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Teachers will earn a rubric score of four, three, two, or one based on evidence collected and the alignment of the evidence with the Danielson rubric. Each component of the rubric has been weighted equally. The average score from each Domain will then be averaged to obtain a final rubric score. The 44 points for observations are rated on the 1-4 scale as are the 16 points for the structured review. The overall composite score will be converted to a whole number using normal rounding rules. In no instance would a teacher's score be rounded up to a higher rating. See Form 8a: Teacher Evaluation Rating Criteria for Awarding 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/5091/192108-eka9yMJ855/Teacher Evaluation Criteria for Awarding Points for the APPR.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.	A teacher will be rated highly effective with a score of 59-60
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher will be rated effective with a score of 57-58
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher will be rated developing with a score of 50-56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher will be rated ineffective with a score of 0-49

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

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

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

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

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	2
4.7) Observations of Tenured Teachers   Informal/Short	0
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, October 09, 2012

Updated Wednesday, December 19, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, October 09, 2012

Updated Monday, January 07, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/192113-Df0w3Xx5v6/TEACHER IMPROVEMENT PLA1.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:

#### *Appeal Procedures*

*Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either Developing or Ineffective.*

*To that extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the*

law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

*This appeal procedure addresses a teacher's due process rights while ensuring that appeals are resolved in an expeditious manner.*

#### *APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY*

*Appeals of annual professional performance reviews should be limited to those that rate a teacher as Ineffective or Developing only.*

#### *WHAT MAY BE CHALLENGED IN AN APPEAL*

*Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:*

- 1. the substance of the APPR*
- 2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Education Law §3012-c;*
- 3. the adherence to the Commissioner's regulations, as applicable to such reviews;*
- 4. compliance with any applicable 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 teacher improvement plan under Education Law §3012-c.*

#### *PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

*Nothing herein shall prevent a teacher from providing written notice to an evaluator at any point in the process of concerns regarding compliance with procedural requirements of the APPR. Any such concerns, if not resolved to the teacher's satisfaction, may thereafter be raised in the final appeal.*

#### *BURDEN OF PROOF*

*In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

#### *TIMEFRAME FOR FILING APPEAL*

*All timelines will be timely and expeditious according to the statute. All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her annual; professional performance review or September 15, whichever shall be later. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such 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.*

*When filing an appeal, the teacher must submit a detailed 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 and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*

#### *TIMEFRAME FOR DISTRICT RESPONSE*

*Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.*

#### *DECISION-MAKER ON APPEAL*

*A decision shall be rendered by the superintendent of schools or the superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal.*

#### *DECISION*

*A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. Unless waived by the teacher, a meeting shall be scheduled between the teacher and the Superintendent prior to the issuance of a final written decision on the appeal. The teacher may be accompanied by union representation at this meeting. At this meeting, the teacher shall have the right to respond to information provided in the District's initial response to the appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the*

appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers, and any information provided by the teacher at the meeting with the Superintendent. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided

to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

#### **OPTIONAL ALTERNATE APPEALS PROCESS FOR A TENURED TEACHER WHO HAS RECEIVED A SECOND CONSECUTIVE INEFFECTIVE APPR COMPOSITE RATING:**

Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the teacher may, at his or her option, choose the following alternative appeals process. All timelines will be timely and expeditious according to the statute.

The appeal shall be made to one of four agreed upon arbitrators set forth below selected on a rotating basis, based on order and reasonable timeframe of availability: Dennis Campagna, Jeffrey Selchick, Howard Edelman and Sheila Cole. Such arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or TIP on an expedited basis, within thirty-five (35) calendar days of the filing of the written appeal.

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

In the event that the district thereafter proceeds to a probable cause finding under Section 3020-a of the Education law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. Nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education law §3020-a, so long as the identical issue wasn't resolved in the earlier appeal to the arbitrator or clearly should have been presented in the earlier appeal and was not.

In the event that SED will not pay for the costs of the hearing, that expense and transcription expenses shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under Section 3020-a of the Education Law. The disciplinary arbitration procedure shall be consistent with the statutory procedure and penalty parameters as set forth in Education Law Section 3020-a.

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

In order to take advantage of the optional alternative appeals process described above, the tenured teacher must consent to the use of one of the above-named arbitrators should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

#### **EXCLUSIVITY OF §3012-C APPEAL PROCEDURE**

The 3012-c appeal procedure shall constitute the exclusive means for initiation, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

#### **Probationary Teachers**

The District retains its right with respect to probationers for statutorily and constitutionally permissible reasons other than the performance of the teacher, including, but not limited to, misconduct.

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

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

## TRAINING OF EVALUATORS

*The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will be consistent with the recommended New York State Education Department ("NYSED") model certification process.*

*The District will ensure that all evaluators are trained as lead evaluators. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with Ulster BOCES. Training will be conducted by Ulster BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.*

*The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments, and/or annual calibration sessions across evaluators.*

*This training will include the following Requirements for Lead Evaluators/Evaluators:*

- *New York State Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.*

### *Lead Evaluator*

*The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.*

### *Responsibilities*

*Lead Evaluators will train and certify other evaluators in the District based on the same model.*

### *Timing*

*All lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment.*

### *Re-Certification and Updated Training*

*The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.*

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

Created Tuesday, October 09, 2012

Updated Monday, January 07, 2013

## Page 1

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

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

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

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

4-6
7-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-3	State assessment	Grade 3 ELA Assessments
K-3	State assessment	Grade 3 Math Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The principal and the Principal Lead Evaluator will collaboratively set individual growth targets. At the K-3 level, the principal will be rated using student performance on the grade 3 ELA and grade 3 Math State assessments. The percentages of students meeting or exceeding their targets on each of the examinations will be averaged for a single percentage score.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A principal will be rated highly effective if 89-100% of the students meet or exceed their goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A principal will be rated effective if 80-88% of the students meet or exceed their goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A principal will be rated developing if 68-79% of the students meet or exceed their goals.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	A principal will be rated ineffective if 0-67% of the students meet or exceed their goals.

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

[assets/survey-uploads/5365/192127-lha0DogRNw/HEDI Bands for APPR.pdf](#)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*There are no special considerations for comparable growth measures.*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Sunday, December 16, 2012

Updated Tuesday, January 08, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
4-6	(d) measures used by district for teacher evaluation	Star Reading Enterprise, Renaissance Learning
4-6	(d) measures used by district for teacher evaluation	Star Math Enterprise, Renaissance Learning
7-8	(d) measures used by district for teacher evaluation	Star Reading Enterprise, Renaissance Learning
7-8	(d) measures used by district for teacher evaluation	Star Math Enterprise, Renaissance Learning
9-12	(d) measures used by district for teacher evaluation	Star Reading Enterprise, Renaissance Learning
9-12	(d) measures used by district for teacher evaluation	Star Math Enterprise, Renaissance Learning

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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 15. The negotiated scale is shown in 8.1. Principals can achieve all scale points from 0-15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated as highly effective with a Student Growth Percentile score of 85-99

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated as effective with a Student Growth Percentile score of 37-84
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated as developing with a Student Growth Percentile score of 12-36
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated as ineffective with a Student Growth Percentile score of 1-11

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

*(No response)*

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

[assets/survey-uploads/5366/283223-qBFVOWF7fC/Principal 15 and 20 point Conversion Scales for STAR.pdf](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(d) measures used by district for teacher evaluation	Star Reading Enterprise, Renaissance Learning
k-3	(d) measures used by district for teacher evaluation	Star Math Enterprise, Renaissance Learning

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.	State-approved 3rd party assessments will be used. The same assessment will be used across all classrooms in the same grade level. Students Growth Percentiles will be averaged to reach a composite score. The composite score will be converted to a scale score of 0 to 20. The negotiated scale is shown in 8.2. Principals can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated as highly effective with a Student Growth Percentile score of 85-99
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated as effective with a Student Growth Percentile score of 41-84

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated as developing with a Student Growth Percentile score of 12-40
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated as ineffective with a Student Growth Percentile score of 1-11

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

*(No response)*

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

*assets/survey-uploads/5366/283223-T8MIGWUVm1/Principal 20 point Conversion for STAR.pdf*

### 8.3) Locally Developed Controls

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

*There are no locally developed 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 locally selected measures will be averaged proportionately per # of students to whom the assessments are administered.*

### 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, October 09, 2012

Updated Tuesday, January 08, 2013

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

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

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The Multidimensional Principal Performance Rubric has 6 domains. The rubric components are not weighted equally. The component values are weighted according to Form P5a. Using the HEDI headings on the rubric itself, a score for each component is then converted using Form P5a.1. The sum total of the values from Form P5a.1 results in the composite score for the principal. The overall composite score will be converted to a whole number using normal rounding rules. In no instance would a principal's score be rounded up to a higher rating.*

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

[assets/survey-uploads/5143/192130-pMADJ4gk6R/Principal Conversion for the APPR revised.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.	60 points will meet the criteria for a highly effective rating. See attached: Form P5a: Annual Professional Performance Review: Principal Evaluation Rating Criteria for Awarding Points
Effective: Overall performance and results meet standards.	57-59 points will meet the criteria for an effective rating. See attached: Form P5a: Annual Professional Performance Review: Principal Evaluation Rating Criteria for Awarding Points
Developing: Overall performance and results need improvement in order to meet standards.	49-56 will meet the criteria for a developing rating. See attached: Form P5a: Annual Professional Performance Review: Principal Evaluation Rating Criteria for Awarding Points

Ineffective: Overall performance and results do not meet standards.

0-48 will meet the criteria for an ineffective rating. See attached: Form P5a: Annual Professional Performance Review: Principal Evaluation Rating Criteria for Awarding Points

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Sunday, December 16, 2012

Updated Tuesday, January 08, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, October 09, 2012

Updated Monday, January 07, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/192136-Df0w3Xx5v6/Principal Improvement Plan.pdf](assets/survey-uploads/5276/192136-Df0w3Xx5v6/Principal%20Improvement%20Plan.pdf)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *I. Appeals Process:*

*A. The evaluation of principals shall be done by an administrator other than the Superintendent. A principal who receives a developing or ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification. The submission of an appeal shall be deemed complete when the*

appeal document is delivered to the District Clerk. All timelines will be timely and expeditious according to the statute.

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

*C. An appeal of an evaluation or a PIP must be commenced within fifteen (15) calendar days of receipt of the document by the principal or else the right to appeal shall be deemed waived in all regards. However, a principal may request, in writing, that the Superintendent grant an extension of up to five (5) calendar days to commence an appeal of an evaluation or a PIP. Such request may not be unreasonably denied. Further extensions may be granted for good cause.*

*D. The Superintendent’s administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. The appeal at this level shall be heard by someone other than the author of the evaluation being appealed. Such decision shall be made within ten (10) calendar days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within fifteen (15) calendar days of receipt of the Superintendent’s designee’s decision upon the appeal. However, a principal may request, in writing, that the Superintendent grant an extension of up to five (5) calendar days to commence an appeal of an evaluation or a PIP. Such request may not be unreasonably denied.*

*E. The Superintendent shall make his or her decision in writing regarding the further appeal within ten (10) calendar days of receipt of that appeal. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. However, the Superintendent’s failure to make a decision within the timeframe set forth herein shall constitute a basis for the principal originating a new appeal in accordance with the procedures set forth herein. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the principal to challenge said evaluation in any proceeding brought pursuant to Education Law Section 3020-a.*

*Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal may, at the option of the tenured principal, be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Jeffrey Selchick, Sheila Cole and Dennis Campagna, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP on an expedited basis, within thirty-five (35) calendar days of the filing of the written appeal. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator’s review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator to hear the appeal shall be the next available arbitrator from the list above and shall be designated the Section 3020-a hearing officer. The standard of proof to be applied at the hearing to support a finding of guilt upon the charges shall be “by clear and convincing evidence”. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.*

*In order to take advantage of the procedure outlined above, the tenured principal must consent, following consultation with an Association representative, to the use of an arbitrator from the arbitration panel set forth herein, should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent’s administrative designee.*

*This provision shall sunset at the end of the evaluation cycle following the departure of Rosario Agostaro as Superintendent of Schools.*

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

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

*The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will be consistent with the recommended New York State Education Department ("NYSED") model certification process.*

*The District will ensure that all evaluators are trained as lead evaluators. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with Ulster BOCES. Training will be conducted by Ulster BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.*

*The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments, and/or annual calibration sessions across evaluators.*

*This training will include the following Requirements for Lead Evaluators/Evaluators:*

- *New York State Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.*

#### *Lead Evaluator*

*The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.*

#### *Responsibilities*

*Lead Evaluators will train and certify other evaluators in the District based on the same model.*

#### *Timing*

*All lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment.*

#### *Re-Certification and Updated Training*

*The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Sunday, December 16, 2012

Updated Wednesday, January 09, 2013

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### Page 1

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

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

[assets/survey-uploads/5581/283258-3Uqgn5g9Iu/District Certification Form \(January 9, 2013\).pdf](assets/survey-uploads/5581/283258-3Uqgn5g9Iu/District%20Certification%20Form%20(January%209,%202013).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.

# HEDI Bands for SLOs

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Rating	Highly Effective			Effective									Developing					Ineffective			
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percentage	97 to 100	93 to 96	89 to 92	88	87	86	85	84	83	82	81	80	78 to 79	76 to 77	74 to 75	72 to 73	70 to 71	68 to 69	57 to 67	46 to 56	0 to 45

## 15 POINT CONVERSION CHART

### RENAISSANCE LEARNING STAR ASSESSMENT

<b>NY Level</b>	<b>HEDI</b>	<b>Local Measures of Growth</b>
Highly Effective	15	94-99
<b>Highly Effective</b>	<b>14</b>	<b>85-93</b>
Effective	13	77-84
Effective	12	69-76
Effective	11	61-68
Effective	10	53-60
Effective	9	45-52
<b>Effective</b>	<b>8</b>	<b>37-44</b>
Developing	7	32-36
Developing	6	27-31
Developing	5	22-26
Developing	4	17-21
<b>Developing</b>	<b>3</b>	<b>12-16</b>
Ineffective	2	9-11
Ineffective	1	6-8
<b>Ineffective</b>	<b>0</b>	<b>1-5</b>

*Should NYSED not have the value-added growth model:*

**Rondout Valley Central School District**

**Local 20 Measure of Student Achievement**

**STAR Assessments in Reading and/or Math (Renaissance Learning)**

The STAR Assessment in Reading and the STAR Assessment in Mathematics will be administered to all students in Grades K-12 during three different time periods (Fall; Winter; and Spring) to collect data for Student Growth Percentiles.

Students who receive accommodations for extended time per Individualized Education Plans or 504 plans will be given extended time for the assessments. Extended time will be adjusted by the STAR assessment system itself.

Students who receive accommodations for tests read per Individualized Education Plans or 504 plans will receive that accommodation for the Mathematics Assessment only.

The STAR Assessment in Mathematics shall be used as the Local 20 Measure of Student Achievement for all teachers in Grades K-12 who teach Mathematics.

The STAR Assessment in Reading will be used as the Local 20 Measure of Student Achievement for all teachers in Grades K-12 who teach subjects other than mathematics.

Teachers who teach both English Language Arts and Mathematics will receive a score that has been calculated based upon the average from both assessments.

Ratings will be determined as follows:

<b>HEDI Band</b>	<b>Median Student Growth Percentile (SGP)</b>
Ineffective	1-11
Developing	12-40
Effective	41-84
Highly Effective	85-99

Teacher \_\_\_\_\_ School Year \_\_\_\_\_

CONVERSION CHART RENAISSANCE LEARNING STAR ASSESSMENT

Student Growth Percentile	HEDI	Point Distribution by Rating Category
<b>Highly Effective 85-99</b>		
95 to 99	H	20
90 to 94	H	19
85 to 89	H	18
<b>Effective 41-84</b>		
80 to 84	E	17
75 to 79	E	16
70 to 74	E	15
65 to 69	E	14
61 to 64	E	13
55 to 60	E	12
50 to 54	E	11
45 to 49	E	10
41 to 44	E	9
<b>Developing 12-40</b>		
35 to 40	D	8
30 to 34	D	7
25 to 29	D	6
21 to 24	D	5
15 to 20	D	4
12 to 14	D	3
<b>Ineffective 1-11</b>		
9 to 11	I	2
6 to 8	I	1
1 to 5	I	0

Teacher/Comments

Date

Administrator

Date

**Rondout Valley Central School District**

**Local 20 Measure of Student Achievement**

**STAR Assessments in Reading and/or Math (Renaissance Learning)**

The STAR Assessment in Reading and the STAR Assessment in Mathematics will be administered to all students in Grades K-12 during three different time periods (Fall; Winter; and Spring) to collect data for Student Growth Percentiles.

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Students who receive accommodations for tests read per Individualized Education Plans or 504 plans will receive that accommodation for the Mathematics Assessment only.

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The STAR Assessment in Reading will be used as the Local 20 Measure of Student Achievement for all teachers in Grades K-12 who teach subjects other than mathematics.

Teachers who teach both English Language Arts and Mathematics will receive a score that has been calculated based upon the average from both assessments.

Ratings will be determined as follows:

<b>HEDI Band</b>	<b>Median Student Growth Percentile (SGP)</b>
Ineffective	1-11
Developing	12-40
Effective	41-84
Highly Effective	85-99

Teacher \_\_\_\_\_ School Year \_\_\_\_\_

**CONVERSION CHART RENAISSANCE LEARNING STAR ASSESSMENT**

Student Growth Percentile	HEDI	Point Distribution by Rating Category
<b>Highly Effective 85-99</b>		
95 to 99	H	20
90 to 94	H	19
85 to 89	H	18
<b>Effective 41-84</b>		
80 to 84	E	17
75 to 79	E	16
70 to 74	E	15
65 to 69	E	14
61 to 64	E	13
55 to 60	E	12
50 to 54	E	11
45 to 49	E	10
41 to 44	E	9
<b>Developing 12-40</b>		
35 to 40	D	8
30 to 34	D	7
25 to 29	D	6
21 to 24	D	5
15 to 20	D	4
12 to 14	D	3
<b>Ineffective 1-11</b>		
9 to 11	I	2
6 to 8	I	1
1 to 5	I	0

Teacher/Comments

Date

Administrator

Date

**Form 8a: Teacher Evaluation Rating Criteria for Awarding Points**

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

<b>Domain 1: Planning and Preparation</b>		<b>Domain 2: Classroom Environment</b>	
	Rubric Scores		Rubric Scores
1a. Demonstrating Knowledge of Content and Pedagogy		2a. Creating an Environment of Respect and Rapport	
1b. Demonstrating Knowledge of Students		2b. Establishing a Culture for Learning	
1c. Setting Instructional Outcomes		2c. Managing Classroom Procedures	
1d. Demonstrating Knowledge of Resources		2d. Managing Student Behavior	
1e. Designing Coherent Instruction		2e. Organizing Physical Space	
1f. Designing Student Assessments			
<b>Domain 1 Rubric Scores</b>	/6	<b>Domain 2 Rubric Scores</b>	/5
<b>Domain 1 Average</b>		<b>Domain 2 Average</b>	

<b>Domain 3: Instruction</b>		<b>Domain 4: Professional Responsibilities</b>	
3a. Communicating With Students		4a. Reflecting on Teaching	
3b. Using Questioning and Discussion Techniques		4b. Maintaining Accurate Records	
3c. Engaging Students in Learning		4c. Communicating with Families	
3d. Using Assessment in Instruction		4d. Participating in a Professional Community	
3e. Demonstrating Flexibility and Responsiveness		4e. Growing and Developing Professionally	
		4f. Showing Professionalism	
<b>Domain 3 Rubric Scores</b>	/5	<b>Domain 4 Rubric Scores</b>	/6
<b>Domain 3 Average</b>		<b>Domain 4 Average</b>	

**Allocation of Points:**

Teachers will earn a rubric score of four, three, two, or one based on evidence collected and the alignment of the evidence with the Danielson rubric. Depending on the nature of the evidence, it is possible for teachers to earn half step scores. In other words, if evidence supports part of the “level three” rubric language and part of the “level four” rubric language, teachers are able to earn a score of 3.5. The scores are defined as follows:

HEDI	Danielson 2011
4 = Highly Effective	Distinguished
3 = Effective	Proficient
2 = Developing	Basic
1 = Ineffective	Unsatisfactory

Scoring Bands		
Highly Effective	60-59	4.000-3.500
Effective	58-57	3.499-2.500
Developing	56-50	2.499-1.500
Ineffective	49-0	1.499-1.000

**Form 8a (continued): Teacher Evaluation Rating Criteria for Awarding Points**

<b>Domains</b>	<b>Average (from above)</b>
1. Planning and Preparation	
2. Classroom Environment	
3. Instruction	
4. Professional Responsibilities	
<b>Subtotal</b>	
<b>Divide by the number of Domains (divide by 4)</b>	
<b>FINAL RUBRIC SCORE</b>	
<b>FINAL HEDI RATING SCORE</b>	

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Teacher/Comments

Date

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Administrator

Date

Form 8a1: Teacher Evaluation Rating Criteria (Conversion Scale)

Overall Rubric Average	HEDI	60-0 Point Distribution by Rating Category
<b>Highly Effective 60-59</b>		
4.000	H	60.00
3.900-3.999	H	59.80
3.800-3.899	H	59.60
3.700-3.799	H	59.40
3.600-3.699	H	59.20
3.500-3.599	H	59.00
<b>Effective 58-57</b>		
3.400-3.499	E	58.00
3.300-3.399	E	57.89
3.200-3.299	E	57.78
3.100-3.199	E	57.67
3.000-3.099	E	57.56
2.900-2.999	E	57.44
2.800-2.899	E	57.33
2.700-2.799	E	57.22
2.600-2.699	E	57.11
2.500-2.599	E	57.00
<b>Developing 56-50</b>		
2.400-2.499	D	56.00
2.300-2.399	D	55.33
2.200-2.299	D	54.67
2.100-2.199	D	54.00
2.000-2.099	D	53.33
1.900-1.999	D	52.67
1.800-1.899	D	52.00
1.700-1.799	D	51.33
1.600-1.699	D	50.67
1.500-1.599		50.00
<b>Ineffective 49-0</b>		
1.400-1.499	I	49.00
1.392-1.399	I	48.00
1.384-1.391	I	47.00
1.376-1.383	I	46.00
1.367-1.375	I	45.00
1.359-1.366	I	44.00
1.351-1.358	I	43.00
1.343-1.350	I	42.00
1.335-1.342	I	41.00
1.327-1.334	I	40.00
1.318-1.326	I	39.00
1.310-1.317	I	38.00

Overall Rubric Average	HEDI	60-0 Point Distribution by Rating Category
<b>Ineffective 49-0</b>		
1.302-1.309	I	37.00
1.294-1.301	I	36.00
1.286-1.293	I	35.00
1.278-1.285	I	34.00
1.269-1.277	I	33.00
1.261-1.268	I	32.00
1.253-1.260	I	31.00
1.245-1.252	I	30.00
1.237-1.244	I	29.00
1.229-1.236	I	28.00
1.220-1.228	I	27.00
1.212-1.219	I	26.00
1.204-1.211	I	25.00
1.196-1.203	I	24.00
1.188-1.195	I	23.00
1.180-1.187	I	22.00
1.171-1.179	I	21.00
1.163-1.170	I	20.00
1.155-1.162	I	19.00
1.147-1.154	I	18.00
1.139-1.146	I	17.00
1.131-1.138	I	16.00
1.122-1.130	I	15.00
1.114-1.121	I	14.00
1.106-1.113	I	13.00
1.098-1.105	I	12.00
1.090-1.097	I	11.00
1.082-1.089	I	10.00
1.073-1.081	I	9.00
1.065-1.072	I	8.00
1.057-1.064	I	7.00
1.049-1.056	I	6.00
1.041-1.048	I	5.00
1.033-1.040	I	4.00
1.024-1.032	I	3.00
1.016-1.023	I	2.00
1.008-1.015	I	1.00
1.000-1.007	I	0.00

**TEACHER IMPROVEMENT PLAN**

If a teacher is rated “Developing” or “Ineffective” the District shall develop and implement a Teacher Improvement Plan (“TIP”).

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

\_\_\_\_\_  
Teacher’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
Date

# HEDI Bands for SLOs

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Rating	Highly Effective			Effective									Developing					Ineffective			
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percentage	97 to 100	93 to 96	89 to 92	88	87	86	85	84	83	82	81	80	78 to 79	76 to 77	74 to 75	72 to 73	70 to 71	68 to 69	57 to 67	46 to 56	0 to 45

Form P5a: Annual Professional Performance Review: Principal Evaluation Rating Criteria for Awarding Points

<b>Multidimensional Principal Performance Rubric</b>	<b>Points</b>
<b>Domain 1: Shared Vision of Learning</b>	<b>6</b>
a. Culture	3
b. Sustainability	3
<b>Domain 2: School Culture &amp; Instructional Program</b>	<b>20</b>
a. Culture	4
b. Instructional Program	4
c. Capacity Building	4
d. Sustainability	4
e. Strategic Planning Process	4
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>	<b>16</b>
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	4
<b>Domain 4: Community</b>	<b>6.5</b>
a. Strategic Planning Process: Inquiry	3
b. Culture	1.5
c. Sustainability	2
<b>Domain 5: Integrity, Fairness, Ethics</b>	<b>5</b>
a. Sustainability	2.5
b. Culture	2.5
<b>Domain 6: Political, Social, Economic, Legal &amp; Cultural Context</b>	<b>6.5</b>
a. Sustainability	1
b. Culture	1
c. Uncovering Goals (Align, Define)	1
d. Strategic Planning (Prioritize, Strategize)	1.5
e. Taking Action (Mobilize, Monitor, Refine)	1
f. Evaluating Attainment (Document, Next Steps)	1
<b>TOTAL POINTS</b>	<b>60</b>

Form P5a1: Annual Professional Performance Review: Principal Evaluation Rating Criteria (Conversion Scale)

Domain	Ineffective	Developing	Effective	Highly Effective
1a	0	2.47	2.88	3
1b	0	2.47	2.88	3
2a	0	3.3	3.84	4
2b	0	3.3	3.84	4
2c	0	3.3	3.84	4
2d	0	3.3	3.84	4
2e	0	3.3	3.84	4
3a	0	3.3	3.84	4
3b	0	3.3	3.84	4
3c	0	3.3	3.84	4
3d	0	3.3	3.84	4
4a	0	2.47	2.88	3
4b	0	1.23	1.44	1.5
4c	0	1.65	1.92	2
5a	0	2.06	2.40	2.5
5b	0	2.06	2.40	2.5
6a	0	0.825	0.96	1
6b	0	0.825	0.96	1
6c	0	0.825	0.96	1
6d	0	1.23	1.44	1.5
6e	0	0.825	0.96	1
6f	0	0.825	0.96	1

TOTALS

0                      49                      57                      60

# Principal Improvement Plan

**Administrator:**  
**Tenured**  
**Date:**

**Position:**  
**Non-Tenured**  
**Evaluator:**

Area in Need of Improvement	Activities to Support Improvement	Timeline	Evidence of Improvement Collected
√			
√			
√			
√	<b>Progress Monitoring: Meeting Schedule:</b>		

**15 POINT CONVERSION CHART  
RENAISSANCE LEARNING STAR ASSESSMENT**

<b>NY Level</b>	<b>HEDI</b>	<b>Local Measures of Growth</b>
Highly Effective	15	94-99
<b>Highly Effective</b>	<b>14</b>	<b>85-93</b>
Effective	13	77-84
Effective	12	69-76
Effective	11	61-68
Effective	10	53-60
Effective	9	45-52
<b>Effective</b>	<b>8</b>	<b>37-44</b>
Developing	7	32-36
Developing	6	27-31
Developing	5	22-26
Developing	4	17-21
<b>Developing</b>	<b>3</b>	<b>12-16</b>
Ineffective	2	9-11
Ineffective	1	6-8
<b>Ineffective</b>	<b>0</b>	<b>1-5</b>

**CONVERSION CHART RENAISSANCE LEARNING STAR ASSESSMENT**

Student Growth Percentile	HEDI	Point Distribution by Rating Category
<b>Highly Effective 85-99</b>		
95 to 99	H	20
90 to 94	H	19
85 to 89	H	18
<b>Effective 41-84</b>		
80 to 84	E	17
75 to 79	E	16
70 to 74	E	15
65 to 69	E	14
61 to 64	E	13
55 to 60	E	12
50 to 54	E	11
45 to 49	E	10
41 to 44	E	9
<b>Developing 12-40</b>		
35 to 40	D	8
30 to 34	D	7
25 to 29	D	6
21 to 24	D	5
15 to 20	D	4
12 to 14	D	3
<b>Ineffective 1-11</b>		
9 to 11	I	2
6 to 8	I	1
1 to 5	I	0

Principal/Comments

Date

Lead Evaluator

Date

**CONVERSION CHART RENAISSANCE LEARNING STAR ASSESSMENT**

Student Growth Percentile	HEDI	Point Distribution by Rating Category
<b>Highly Effective 85-99</b>		
95 to 99	H	20
90 to 94	H	19
85 to 89	H	18
<b>Effective 41-84</b>		
80 to 84	E	17
75 to 79	E	16
70 to 74	E	15
65 to 69	E	14
61 to 64	E	13
55 to 60	E	12
50 to 54	E	11
45 to 49	E	10
41 to 44	E	9
<b>Developing 12-40</b>		
35 to 40	D	8
30 to 34	D	7
25 to 29	D	6
21 to 24	D	5
15 to 20	D	4
12 to 14	D	3
<b>Ineffective 1-11</b>		
9 to 11	I	2
6 to 8	I	1
1 to 5	I	0

Principal/Comments

Date

Lead Evaluator

Date

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:    Date:

*Richard Agostino*                      1/9/13

Teachers Union President Signature:    Date:

*Sheryl Delano*                      1/9/13

Administrative Union President Signature:    Date:

*Alan Bahn*                      1/9/13

Board of Education President Signature:    Date:

*Christopher Kildre*                      1/9/13