



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

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

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January 8, 2013

Seth Turner, Superintendent
Saugerties Central School District
Call Box A
Saugerties, NY 12477

Dear Superintendent Turner:

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, July 30, 2012

Updated Friday, January 04, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 621601060000

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

621601060000

1.2) School District Name: SAUGERTIES CSD

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

SAUGERTIES 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.

2012/13,2013/14

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

Created Sunday, July 15, 2012

Updated Monday, January 07, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Star K Early Literacy Enterprise Assessment
1	State-approved 3rd party assessment	Star 1st Grade Early Literacy Enterprise Assessment
2	State-approved 3rd party assessment	Star 2nd Grade Early Literacy Enterprise 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

See uploaded document " Measuring and Scoring Growth in Student Learning"

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded document : Measuring and Scoring Growth in Student Learning:
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded document " Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded document " Measuring and Scoring in Student Learning"
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded document " Measuring and Scoring in Student learning'

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Star K Early Literacy Enterprise Assessment
1	State-approved 3rd party assessment	Star 1st Grade Early Literacy Enterprise Assessment
2	State-approved 3rd party assessment	Star 2nd Grade Early Literacy Enterprise 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.	See uploaded "Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded "Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded "Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded "Measuring and Scoring Growth in sStudent Learning"
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded "Measuring and Scoring Growth in Student Learning"

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	Saugerties Central School District - developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded document " Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded document " Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded document " Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded document " Measuring and Scoring Growth in Student Learning"

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	Saugerties Central School District - developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Saugerties Central School District - developed 8th Grade Social Studies Assessment

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

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.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"

Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"

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	Ulster County BOCES - developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"

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.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"

Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"

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	Saugerties Central School District - developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Saugerties Central School District - developed 10 Grade Social Studies Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document " Measuring and Scoring Growth in Student Learning"

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
12th Grade English	District, Regional or BOCES-developed	Saugerties Central School District - developed 12th Grade English Assessment
Shakespeare	District, Regional or BOCES-developed	Saugerties Central School District - developed Shakespeare Assessment

The Arts	District, Regional or BOCES-developed	Saugerties Central School District - developed The Arts Assessment
Creative Writing	District, Regional or BOCES-developed	Saugerties Central School District - developed Creative Writing Assessment
Media Studies	District, Regional or BOCES-developed	Saugerties Central School District - developed Media Studies Assessment
AP European History	District, Regional or BOCES-developed	Saugerties Central School District - developed AP European History Assessment
Psychology	District, Regional or BOCES-developed	Saugerties Central School District - Developed Psychology Assessment
Economics	District, Regional or BOCES-developed	Saugerties Central School District - developed 12th Grade Economics Assessment
AP US History	District, Regional or BOCES-developed	Saugerties Central School District - developed AP US History Assessment
Criminal Justice	District, Regional or BOCES-developed	Saugerties Central School District - developed Criminal Justice Assessment
Home and Careers 7	District, Regional or BOCES-developed	Saugerties Central School District - developed Home and Career 7 Assessment
Girl's Chorus	District, Regional or BOCES-developed	Ulster County BOCES - developed Girl's Chorus Assessment
Symphony Band	District, Regional or BOCES-developed	Ulster County BOCES - developed Symphony Band Assessment
Chorus	District, Regional or BOCES-developed	Ulster County BOCES - developed Chorus Assessment
College Computers	District, Regional or BOCES-developed	Saugerties Central School District - developed College Computer Assessment
Sports Marketing	District, Regional or BOCES-developed	Saugerties Central School District - developed Sports Marketing Assessment
Technology 8	District, Regional or BOCES-developed	Saugerties Central School District - developed 8th Grade Technology Assessment
PE 7-12	District, Regional or BOCES-developed	Ulster County BOCES - developed Grade 7-12 Physical Education Assessments
Spanish 1	District, Regional or BOCES-developed	Ulster County BOCES - developed Checkpoint A Spanish Assessment
Spanish 3	District, Regional or BOCES-developed	Ulster County BOCES - developed Checkpoint B Spanish Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	See uploaded document "Measuring and Scoring Growth for Student Learning"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "Measuring and Scoring Growth for Student Learning"
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "Measuring and Scoring Growth for Student Learning"

Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "Measuring and Scoring Growth for Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "Measuring and Scoring Growth for Student Learning"

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

assets/survey-uploads/5364/152185-avH4IQNZMh/Copy of Form 2.10_2.xlsx REVISION 2.xlsx

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/5364/152185-TXEttx9bQW/Measuring and Scoring Growth in Student Learning(for NYSED).docx 010413.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Monday, July 30, 2012

Updated Monday, January 07, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 4th Grade Writing Assessment
5	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 5th Grade Writing Assessment

6	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 6th Grade Writing Assessment
7	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 7th Grade ELA Writing Assessment
8	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 8th Grade ELA writing Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded document " Locally Selected Measure of Student Achievement
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

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	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 4th Grade Writing Assessment
5	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 5th Grade Writing Assessment
6	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 6th Grade Writing Assessment
7	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 7th grade Writing Assessment
8	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 8th grade Writing Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded document " Locally Selected Measure of Student Achievement
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

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/5139/156680-rhJdBgDruP/Locally Selected Measures - Student Progress 010413.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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	5) District, regional, or BOCES–developed assessments	Saugerties Central School - developed District K Writing Assessment
1	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 1st Grade Writing Assessment
2	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 2nd Grade Writing Assessment
3	5) District, regional, or BOCES–developed assessments	Saugerties Central School District -developed 3rd Grade Writing Assessment

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.	See uploaded document " Locally Selected Measure of Student Achievement
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

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	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed K Writing Assessment
1	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 1st Grade Writing Assessment
2	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 2nd Grade Writing Assessment
3	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 3rd Grade Writing Assessment

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	See uploaded document " Locally Selected Measure of Student Achievement
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3.13, below.	
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

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	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 6th Grade Science Final Assessment
7	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 7th Grade Science Final Assessment
8	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 8th Grade Science Final Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document " Locally Selected Measure of Student Achievement
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Saugerties Central school District - developed 6th Grade Social Studies Final Assessment
7	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed 7th Grade Social Studies Final Assessment
8	5) District, regional, or BOCES–developed assessments	Saugerties Central school District - developed 8th Grade Social Studies Final Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document " Locally Selected Measure of Student Achievement
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed Global 1 - developed (9th Grade) Final Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed Global 2 (10th Grade) Final Assessment

American History	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed American History (11th Grade) Final Assessment
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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.	See uploaded document " Locally Selected Measure of Student Achievement
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document " Locally Selected Measure of Student Achievement
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

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	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed Algebra 1 Final Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed Geometry Final Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Saugerties Central school District - developed Algebra 2/Trigometry Final Assessment

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

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

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.	See uploaded document " Locally Selected Measure of Student Achievement
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed Grade 9 ELA Final Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed Grade 10 ELA Final Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Saugerties Central School District - developed Grade 11 ELA Final Assessment

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

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

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.	See uploaded document " Locally Selected Measure of Student Achievement
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

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

See uploaded document " Locally Selected Measure of Student Achievement

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
12th Grade English	5) District/regional/BOCES–developed	Saugerties Central School District - developed Grade English 12 Final Assessment
Shakespeare	5) District/regional/BOCES–developed	Saugerties Central School District - developed Shakespeare Final Assessment
The Arts	5) District/regional/BOCES–developed	Saugerties Central School District developed The Arts Final Assessment
Creative Writing	5) District/regional/BOCES–developed	Saugerties Central School District - developed Creative Writing Final Assessment
Media Studies	5) District/regional/BOCES–developed	Saugerties Central School District - developed Media Studies Final Assessment
AP European History	5) District/regional/BOCES–developed	Saugerties Central School District -developed AP European History FinalAssessment
Psychology	5) District/regional/BOCES–developed	Saugerties Central School District - developed Psychology Final Assessment
Economics	5) District/regional/BOCES–developed	Saugerties Central School District - developed Economics Final Assessment
Criminal Justice	5) District/regional/BOCES–developed	Saugerties Central School District - developed Criminal Justice Final Assessment
Home and Careers 7	5) District/regional/BOCES–developed	Saugerties Central School District - developed Home and Careers 7 Final Assessment
Girl's Chorus	5) District/regional/BOCES–developed	Saugerties Central School District - developed Girl,,s Chorus Final Assessment
Symphony Band	5) District/regional/BOCES–developed	Saugerties Central School District - developed Symphony Band Final Assessment
Chorus	5) District/regional/BOCES–developed	Saugerties Central School District - developed Chorus Final Assessment
College-Computers	5) District/regional/BOCES–developed	Saugerties Central School District - developed College-Computers Final Assessment

	d	
Sports Marketing	5) District/regional/BOCES–developed	Saugerties Central School District - developed Sports Marketing Final Assessment
Technology 8	5) District/regional/BOCES–developed	Saugerties Central School District - developed Technology 8 Final Assessment
PE 7-12	5) District/regional/BOCES–developed	Saugerties Central District - developed PE 7-12 Final Assessment
Spanish 1	5) District/regional/BOCES–developed	Saugerties Central School District - developed Spanish 1 Final Assessment
Spanish 3	5) District/regional/BOCES–developed	Saugerties Central School District - developed Spanish 3 Final Assessment
French 1	5) District/regional/BOCES–developed	Saugerties Central School District - developed French Final1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document " Locally Selected Measure of Student Achievement
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Locally Selected Measure of Student Achievement

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

When teachers have more than one locally selected measure, we will take each measure(course) and assigned a number of points based on our HEDI Chart for Locally Selected Measure of Student Progress toward Proficiency.. This will be determined by how successful they will be on reaching their target. If a teacher has more than one measure, we will add up the number of points allocated for each measure by our HEDI Chart and divide by the number of measures that the teacher has. We will then take that quotient and apply it to our HEDI Chart.

An example.: A teacher may have as his/her target that 75% of his/her students will pass the Final Assesment. If in one measure (class) 92% of her students pass the Final Assessment, she/he will receive 19 points (based on our HEDI Chart). If on the other measure (class), 84% of his/her students pass the Final Assessment, they will receive 17 point (based on our HEDI Chart). Adding 19 + 17, we get 36 divided by 2, we get 18 points. that teacher will receive 18 points (based on our HEDI Chart) for the Locally Selected Measure of Student Progress toward proficiency.

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)

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Updated Monday, January 07, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
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	24

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.

See Uploaded Expalnation

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/5091/156682-eka9yMJ855/Multiple Measure Component 60 points 010313.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Based on the New York State Standards, the teacher exceeds the level of performance expected as assessed by the Danielson 2011 rubric
Effective: Overall performance and results meet NYS Teaching Standards.	Based on the New York State Standards, the teacher meets the level of performance expected as assessed by the Danielson 2011 rubric
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based on the New York State Standards, the teacher needs improvement to meet the level of performance expected as assessed by the Danielson 2011 rubric
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based on the New York State Standards, the teacher does not meet the level of performance expected as assessed by the Danielson 2011 rubric

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
---	---

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	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 Monday, July 30, 2012

Updated Friday, January 04, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/156684-Df0w3Xx5v6/Teacher Improvement Plan.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

SAUGERTIES CENTRAL SCHOOL DISTRICT

Appeal Process for Teachers

The following Appeal Process will be incorporated into the District's APPR for final evaluation only (Total Composite Score):

(1) Teachers Deemed "Developing"

- Any tenured teacher who receives a rating of “Developing” may file an appeal with Principal of his/her school if a Vice Principal has done the evaluation.
- A teacher must file the appeal within ten (10) school days of receipt of the evaluation.
- A Principal must render a written decision within five (5) school days of receipt of the appeal.
- If the Principal upholds the decision of the Vice Principal, the teacher may then continue the appeal process to a five (5) member Appeal Committee (Panel). If the Principal does the evaluation, the teacher can appeal directly to the Appeal Committee (Panel). The decision of the Panel is final.
- If the teacher decides to further appeal to the Appeal Committee (Panel), he/she must do so within ten (10) school days of receiving the written decision.
- The Appeal Committee (Panel) will be picked from a pool of teachers and administrators mutually agreed upon by the Saugerties Teachers Association (STA) and the Superintendent of Schools. The members of this pool will be trained on the details of the APPR.
- The five (5) member Appeal Committee (Panel) will consist of two (2) members picked by the STA and two (2) members picked by the Superintendent of Schools or his designee. The fifth member will be a mutually agreed upon by the four members picked for the Committee.
- If the four (4) chosen members of the Committee cannot agree upon a fifth member, then the fifth person will be chosen from a pool mutually approved upon of retired administrators from the Saugerties Central School District. To be included in this pool, the retired administrator must have completed in depth professional development on the SCSD’s APPR.
- The Appeal Committee (Panel) should render a written decision within thirty (30) calendar days of receipt of the appeal. This decision is final.

A probationary teacher cannot file an appeal of a “Developing” rating.

(2) Teachers Deemed “Ineffective”

- Any teacher who receives a rating of “Ineffective” may file an appeal with the Principal of his/her school, if the Vice Principal did the evaluation.
- A teacher who wishes to file an appeal of an evaluation done by the Assistant Principal, he/she must submit the appeal to the Principal within ten (10) school days of receipt of the evaluation.
- A written decision should be rendered by the Principal no later than five (5) school days of receipt of the appeal.
- If the Principal upholds the Assistant Principal’s evaluation or the Principal did the evaluation, the teacher may appeal to the Superintendent of Schools.
- If the Principal upholds the Assistant Principal’s evaluation and if the teacher chooses to continue the appeal process, he/she then must file the appeal to the Superintendent of Schools. He/She must do so within ten (10) school days of receipt of the written decision of the Principal.
- The Superintendent of Schools must render a decision within five (5) school days of receipt of the appeal.
- If the Superintendent of Schools upholds the Principal’s decision, then the appeal goes to a five (5) member Appeal Committee (Panel). The decision of the Panel is final.
- The Appeal Committee (Panel) will be picked from a pool of teachers and administrators mutually agreed upon by the STA and the Superintendent of Schools. The members of this pool will be trained on the details of the APPR.
- A teacher who wishes to file an appeal of the Superintendent of School’s decision to the Appeal Committee (Panel), must do so within ten (10) school days of the receipt of the Superintendent’s written decision.
- The five (5) member Appeal Committee (Panel) will consist of two (2) members picked by the STA and two (2) members picked by the Superintendent of Schools or his designee. The fifth member will be a mutually agreed upon by the four members picked for the Committee.
- If the four (4) chosen members of the Committee cannot agree upon a fifth member, then the fifth person will be chosen from a pool mutually agreed upon of retired administrators from the Saugerties Central School District. To be included in this pool, the retired administrator must have completed in depth professional development on the SCSD’s APPR.
- The Appeal Committee (Panel) should render a written decision within thirty (30) calendar days of receipt of the appeal. This decision is final.
- If the Appeal Committee does not render a decision within thirty (30) days the evaluation will be null and void. The process will start all over again.

The appeals process is strictly limited to those components of the teacher’s personal APPR that were rated as “developing” or “ineffective”.

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.

*PART I
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 replicate 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 County Board of Cooperative Educational Services (BOCES). Training will be conducted by Ulster County 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 consideration in evaluating teachers and principals of English Language Learners and students with disabilities.

Lead Evaluator

The positions that will be trained as Lead Evaluators are: Superintendent of Schools, Assistant Superintendent of Schools, Building Principals, Building Assistant Principals and the Director of Special Education. .

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.

Training for the evaluators will be on going. It will take place both on Supt. Conference days both 1/2 days as well as full days and at the Ulster County BOCES workshops that are held during the summer and during the school year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

Subpart

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
--	---------

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
---	---------

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

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

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

Created Monday, July 30, 2012

Updated Friday, January 04, 2013

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

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

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

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

K-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
N/A		

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

associated with the controls or adjustments.

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(b) results for students in specific performance levels	Saugerties Central School District K, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade and 6th Grade Writing Document
7-8	(b) results for students in specific performance levels	Saugerties Central School District 7th Grade and 8th Grade Writing Document
9-12	(g) % achieving specific level on Regents or alternatives	New York State Comprehensive English Regents Examination

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.	See uploaded document " Local 20 points Achievement for High School Principal
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Local 20 points Achievement for High School Principal
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Local 20 points Achievement for High School Principal
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Local 20 points Achievement for High School Principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document " Local 20 points Achievement for High School Principal

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)

[assets/survey-uploads/5366/156686-8o9AH60arN/APPR 2012-13 Principals.docx](#)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State

Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

One principal (7-8, 9-12)-- This principal will receive scores from two (2) measures. The High School measure of % of students passing the Comprehensive English Regents and the 7-8 measure of % of students scoring proficiency on the 7th grade Writing Document and the 8th grade Writing Document. On each measure the principal will receive a HEDI score. The two HEDI scores will be averaged to determine the Principal's score on the Locally Selected Measure

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)

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See uploaded Multiple Measure Component-Principals

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/5143/156687-pMADJ4gk6R/Multiple Measure Component Principals 010413_2.docx

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

Highly Effective: Overall performance and results exceed standards.	Based on the NYS Standards, the Principal exceeds the level of performance expected as assessed by the Mutidimensional rubric
Effective: Overall performance and results meet standards.	Based on the NYS Standards, the Principal meets the level of performance expected as assessed by the Mutidimensional rubric
Developing: Overall performance and results need improvement in order to meet standards.	Based on the NYS Standards, the Principal needs improvement in order to meet the level of performance expected as assessed by the Mutidimensional rubric
Ineffective: Overall performance and results do not meet standards.	Based on the NYS Standards, the Principal does not meet the level of performance expected as assessed by the Mutidimensional rubric

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58

Developing	50-56
Ineffective	0-49

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/156689-Df0w3Xx5v6/Principal Improvement Plan FORM 010313.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE SAUGERTIES CENTRAL SCHOOL DISTRICT, hereinafter referred to as "The District" and THE SAUGERTIES ADMINISTRATIVE AND SUPERVISORY PERSONNEL ASSOCIATION, hereinafter referred to as "The Association";

WHEREAS, the parties have mutually agreed to the following appeals process to be incorporated into the District's APPR Plan Document for principals covered by Education Law §3012-c and Part 30-2 Regents Rules;

Appeals Process:

Any principal who receives an ineffective, developing, or any rating tied to compensation on their annual composite APPR and/or Local 20 measure shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification. The appeal must be brought in writing to the Superintendent, specifying the area(s) of concern (including supporting documentation), but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law, as follows: (1) The substance of the annual performance review; (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews; (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 or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan. 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. The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

An appeal of an APPR evaluation or a PIP must be commenced within twenty (20) business days of the presentation of the final and complete annual professional performance review document to the principal or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen (15) business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP. An appeal of the implementation of an improvement plan shall be within twenty (20) business days of the failure of the district to implement any component of the plan.

Within ten (10) business days of filing the appeal, the school district shall provide the affected principal with any additional documentation or materials relevant to the appeal and/or that it intends to rely upon in consideration of the principal's annual APPR evaluation or his/her principal improvement plan.

Within ten (10) business days of receipt of an appeal, the Superintendent must submit a written response to the Appeal Committee (E below). The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the Superintendent's response. Any information not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the Superintendent, and all additional information submitted with the response, at the same time the superintendent files his/her response. Additional materials supporting the challenges may be submitted by the principal up to five (5) business days before the hearing.

An Appeal Committee will be convened to hear the appeal. The three member Appeal Committee shall be composed of a certified administrator selected by the principal, a certified administrator selected by the District, and a certified administrator chosen by the two Committee members. The District and Association shall maintain a list of no less than three (3) mutually agreed upon certified administrators, not employed by the District, that would be the third Committee member. The Appeal Committee shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than ten (10) business days or no more than twenty (20) business days after the receipt of the Superintendent's response. The parties shall have the ability to be represented by either legal counsel, union representation, or appear pro se. The parties shall exchange an anticipated witness list no less than five (5) business days before the scheduled hearing date. The appeal shall not be open to the public. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The Committee must either affirm, set aside, or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Committee 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 except as provided for in F (1) below.

1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective and/or developing APPR evaluation ratings after the above procedure has occurred, the principal shall have ten (10) business days to appeal the decision to an arbitrator, mutually agreed upon by the District and principal, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP on a timely and expeditious basis. The District and Association shall maintain a list of no less than three (3) mutually agreed upon arbitrators. The cost of the arbitrator shall be the responsibility of the district. The documentation to be furnished to the arbitrator on behalf of the principal and by the District shall be exchanged between the principal and the administration within ten (10) business days from 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 hear appeals in a timely manner after the appeal is made. The parties shall have the ability to be represented by either legal counsel, union representation, or appear pro se. The parties shall exchange an anticipated witness list no less than five (5) business days before the scheduled hearing date. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony. The standard of review to support the evaluation or the PIP shall be "clear and convincing evidence" of the propriety of the same.

A written decision from the arbitrator on the merits of the appeal shall be rendered in a timely manner after the arbitration hearing. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The arbitrator must either affirm, set aside, or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district.

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

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

In addition to any other limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the twenty (20) business day period which to file a notice of appeal without action being taken by the principal or the conclusion of the of the appeal process described herein, whichever is later.

If the Appeal Committee does not render a decision within the time frame set forth in this document, the evaluation is null and void. The process will begin again.

This Supplemental Memorandum of Agreement shall sunset, becoming null and void in all regards on the close of business after the last appeal is finally determined for the 2012-13 School Year.

The entire Principal's APPR including the Appeal Process will sunset at the close of the 2012-13 school year.

SO AGREED, this ____ of _____, 2012.

THE DISTRICT THE ASSOCIATION

By: _____ By: _____

Superintendent of Schools Association President

11.4) Training and Certification of Lead Evaluators and Evaluators

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

SECTION VI – LEAD EVALUATORS

The Superintendent will complete a series of workshops focused on the VAL-ED rubric, ISLLC standards and all other elements as described in the regulations provided by qualified professional development providers such as the local BOCES; The Council of School Superintendents; LEAF, Discovery Education Assessment, and other comparable quality providers. The duration of each component of the overall certification process varies depending on the particular topic.

Since there is only one principal lead evaluator in the Saugerties CSD, which is similar if not the same with other superintendents in the Ulster County BOCES, the inter-rater reliability annual workshop will be provided by the Ulster County BOCES during the annual summer Ulster County BOCES Superintendent's Leadership Summit. If there is a change in the Ulster County BOCES option, the inter-rater reliability training will be done on-line using the VAL-ED resources from Discovery Education Assessment.

Annual recertification will take place during a September BOE meeting where the Board will approve the Superintendent as the Lead Evaluator of Principals based on evidence of compliance with State required professional development via Board resolution. For certification (for new supervisors of principals not previously certified by the Board) BOE approval via resolution will take place when all components of the required professional development have been met and evidence is provided to the BOE.

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
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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	Checked
---	---------

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, July 30, 2012

Updated Monday, January 07, 2013

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/5581/156691-3Uqgn5g9Iu/District Certification 01072013.pdf](assets/survey-uploads/5581/156691-3Uqgn5g9Iu/District%20Certification%2001072013.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Form 2.10 All Other Courses

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures
Spanish 2	District, regional, or BOCES-developed assessments
French 1	District, regional, or BOCES-developed assessments
French 3	State Assessment
College Accounting	District, regional, or BOCES-developed assessments
Computer-Video Production (CVP)	District, regional, or BOCES-developed assessments
Studio Art	District, regional, or BOCES-developed assessments
College Algebra and Trig	District, regional, or BOCES-developed assessments
Pre Calculus	District, regional, or BOCES-developed assessments
Intermediate Algebra	District, regional, or BOCES-developed assessments

Form 2.10 All Other Courses

Assessment
Ulster County BOCES - developed Spanish Checkpoint A Assessment
Ulster County BOCES - developed French Checkpoint A Assessment
Ulster County BOCES - developed French Checkpoint B Assessment
SCSD - developed College Accounting Assessment
SCSD - developed CVP Assessment
Ulster County BOCES - developed Studio Art Assessment
SCSD - developed College Algebra and Trig Assessment
SCSD - developed Pre Calculus Assessment
SCSD - developed Intermediate Algebra Assessment

SAUGERTIES CENTRAL SCHOOL DISTRICT

Measuring and Scoring Growth in Student Learning

Teachers will use baseline data and work collaboratively with the principals to set individual growth targets. HEDI points will be based on percentage of students who meet or exceed targets.

75% of Students

<u>Reaching Target</u>	<u># of Points Allocated</u>	
95-100	20 Points	
90-94	19 Points	
85-89	18 Points	Highly Effective
80-84	17 Points	
75-79	16 Points	
70-74	15 Points	
65-69	14 Points	
60-64	13 Points	
55-59	12 Points	
50-54	11 Points	
45-49	10 Points	
40-44	9 Points	Effective
35-39	8 Points	
30-34	7 Points	
25-29	6 Points	
20-24	5 Points	
15-19	4 Points	Developing
10-14	3 Points	
5-9	2 Points	
1-4	1 Point	
0	0 Point	Ineffective

Taking into account special considerations mentioned in 2.12, the following chart has been developed to determine that a lower percentage can be used in arriving at a target (goal).

	<u>GOAL</u>	<u>% POVERTY</u>
No SWD/ELL	75%	29 % or Less
29-1%	70%	30% - 59%
30-39%	65%	60% - 69%
40-49%	60%	70% - 79%
50-65%	55%	80% - 89%
66% or Greater	50%	90% -100%

Use the lowest % goal identified between the two.

70% of Students

<u>Reaching Target</u>	<u># of Points Allocated</u>	
100	20 Points	
97-99	19 Points	
93-96	18 Points	Highly Effective
90-92	17 Points	
87-89	16 Points	
83-86	15 Points	
80-82	14 Points	
77-79	13 Points	
73-76	12 Points	
70-72	11 Points	
65-69	10 Points	
61-64	9 Points	Effective
56-60	8 Points	
51-55	7 Points	
46-50	6 Points	
42-45	5 Points	
37-41	4 Points	
32-36	3 Points	Developing
29-31	2 Points	
14-28	1 Point	
0-13	0 Point	Ineffective

65% of Students		
<u>Reaching Target</u>	<u># of Points Allocated</u>	
100	20 Points	
96-99	19 Points	
92-95	18 Points	Highly Effective
88-91	17 Points	
84-87	16 Points	
81-83	15 Points	
77-80	14 Points	
73-76	13 Points	
69-72	12 Points	
65-68	11 Points	
61-64	10 Points	
56-60	9 Points	Effective
52-55	8 Points	
47-51	7 Points	
43-46	6 Points	
38-42	5 Points	
34-37	4 Points	
29-33	3 Points	Developing
26-28	2 Points	
13-25	1 Point	
0-12	0 Point	Ineffective

60% of Students

<u>Reaching Target</u>	<u># of Points Allocated</u>	
100	20 Points	
96-99	19 Points	
91-95	18 Points	<u>Highly Effective</u>
87-90	17 Points	
82-86	16 Points	
78-81	15 Points	
73-77	14 Points	
69-72	13 Points	
64-68	12 Points	
60-63	11 Points	
56-59	10 Points	
52-55	9 Points	<u>Effective</u>
47-51	8 Points	
43-46	7 Points	
39-42	6 Points	
35-38	5 Points	
30-34	4 Points	
26-29	3 Points	<u>Developing</u>
23-25	2 Points	
12-22	1 Point	
0-11	0 Point	<u>Ineffective</u>

55% of Students

<u>Reaching Target</u>	<u># of Points Allocated</u>	
100	20 Points	
95-99	19 Points	
90-94	18 Points	<u>Highly Effective</u>
85-89	17 Points	
80-84	16 Points	
75-79	15 Points	
70-74	14 Points	
65-69	13 Points	
60-64	12 Points	
55-59	11 Points	
51-54	10 Points	
47-50	9 Points	<u>Effective</u>
43-46	8 Points	
39-42	7 Points	
35-38	6 Points	
31-34	5 Points	
27-30	4 Points	
23-26	3 Points	<u>Developing</u>

20-22	2 Points	
10-19	1 Point	
0-9	0 Point	Ineffective

50% of Students

<u>Reaching Target</u>	<u># of Points Allocated</u>	
100	20 Points	
94-99	19 Points	
89-93	18 Points	Highly Effective
83-88	17 Points	
78-82	16 Points	
72-77	15 Points	
67-71	14 Points	
61-66	13 Points	
56-60	12 Points	
50-55	11 Points	
46-49	10 Points	
43-45	9 Points	Effective
39-42	8 Points	
35-38	7 Points	
31-34	6 Points	
28-30	5 Points	
24-27	4 Points	
20-23	3 Points	Developing
14-19	2 Points	
7-13	1 Point	
0-6	0 Point	Ineffective

SAUGERTIES CENTRAL SCHOOL DISTRICT

Locally Selected Measures of Student Achievement

Teachers will use baseline data and work collaboratively with the principals to set individual achievement targets. HEDI points will be based on percentage of students who meet or exceed targets.

75% of Students	
<u>Reaching Target</u>	<u># of Points Allocated</u>
97-100	15 Points
84-96	14 Points
75-83	13 Points
71-74	12 Points
67-70	11 Points
63-66	10 Points
59-62	9 Points
55-58	8 Points
51-54	7 Points
48-50	6 Points
44-47	5 Points
39-43	4 Points
35-38	3 Points
32-34	2 Points
16-31	1 Point
0-15	0 Point

Highly Effective

Effective

Developing

Ineffective

Taking into account special considerations mentioned in 3.14, the following chart has been developed to determine that a lower percentage can be used in arriving at a target (goal):

	<u>GOAL</u>	<u>% POVERTY</u>
No SWD/ELL	75%	29 % or Less
29-1%	70%	30% - 59%
30-39%	65%	60%-69%
40-49%	60%	70%-79%
50-65%	55%	80%-89%
66% or Greater	50%	90%-100%

Use the lowest % goal identified between the two.

70% of Students	
<u>Reaching Target</u>	<u># of Points Allocated</u>
98-100	15 Points
81-97	14 Points
70-80	13 Points

Highly Effective

66-69	12 Points	
62-65	11 Points	
59-61	10 Points	
55-58	9 Points	
51-54	8 Points	Effective
47-50	7 Points	
44-46	6 Points	
40-43	5 Points	
36-39	4 Points	
32-35	3 Points	Developing
29-31	2 Points	
14-28	1 Point	
0-13	0 Point	Ineffective

65% of Students

<u>Reaching Target</u>	<u># of Points Allocated</u>	
97-100	15 Points	
79-96	14 Points	Highly Effective
65-78	13 Points	
61-64	12 Points	
58-60	11 Points	
54-57	10 Points	
51-53	9 Points	
47-54	8 Points	Effective
43-46	7 Points	
41-42	6 Points	
37-40	5 Points	
33-36	4 Points	
29-32	3 Points	Developing
26-28	2 Points	
13-25	1 Point	
0-12	0 Point	Ineffective

60% of Students

<u>Reaching Target</u>	<u># of Points Allocated</u>	
98-100	15 Points	
77-97	14 Points	Highly Effective
60-76	13 Points	
57-59	12 Points	
53-56	11 Points	
50-52	10 Points	
46-49	9 Points	
43-45	8 Points	Effective
40-42	7 Points	

37-39	6 Points	
33-36	5 Points	
30-32	4 Points	
26-29	3 Points	Developing
23-25	2 Points	
12-22	1 Point	
0-11	0 Point	Ineffective

55% of Students

Reaching Target	# of Points Allocated	
96-100	15 Points	
74-95	14 Points	Highly Effective
55-73	13 Points	
52-54	12 Points	
49-51	11 Points	
45-48	10 Points	
42-44	9 Points	Effective
39-41	8 Points	
36-38	7 Points	
33-35	6 Points	
30-32	5 Points	
26-29	4 Points	
23-25	3 Points	Developing
20-22	2 Points	
10-19	1 Point	
0-9	0 Point	Ineffective

50% of Students

Reaching Target	# of Points Allocated	
96-100	15 Points	
75-95	14 Points	Highly Effective
50-74	13 Points	
47-49	12 Points	
44-46	11 Points	
41-43	10 Points	
38-40	9 Points	
35-37	8 Points	Effective
32-34	7 Points	
30-31	6 Points	
27-29	5 Points	
23-26	4 Points	
20-22	3 Points	Developing
17-19	2 Points	
8-16	1 Point	
0-7	0 Point	Ineffective

SAUGERTIES CENTRAL SCHOOL DISTRICT

Multiple Measure Component

Sixty (60) points of a teacher's composite score will be based on the domains of the *Danielson Framework for Teaching Model (2011)*. In the Danielson Model, there are four (4) domains and each domain has a number of elements as follows:

Domain #1	Planning and Preparation (6)
Domain #2	Creating an Environment of Respect and Rapport (5)
Domain #3	Instruction (5)
Domain #4	Professional Responsibilities (6)

Each Domain has its own HEDI, Domains #1 and #4 have different HEDI's and they have different HEDI's than Domains #2 and Domain #3 which have the same HEDI.

HEDI for Domain 1

15-18	Highly Effective
9-14	Effective
3-8	Developing
0-2	Ineffective

HEDI for Domains 2 and 3

13-15	Highly Effective
8-12	Effective
3-7	Developing
0-2	Ineffective

HEDI for Domain 4

24-30	Highly Effective
15-33	Effective
6-14	Developing
0-5	Ineffective

The next step of the process is how do we arrive at the HEDI for each Domain. As is known, each HEDI consists of four (4) ratings: Highly Effective (H), Effective (E), Developing (D) and Ineffective (I). Each element in each domain will receive a rating. **H** will receive a point value of 3, **E** will receive a point value of 2, **D** will receive a point value of 1 and **I** will receive a point value of 0.

Domain #4 is used to evaluate a teacher on his/her *Professional Responsibilities*. Elements 4e and 4f includes part of their goal setting so those elements are assigned a higher point value than the other elements in the domain.

Elements **4a-4d** will have the following point values:

H	6
E	4
D	2
I	0

Elements **4e-4f** will have the following point values:

H	9
E	6
D	3
I	0

The Evaluator will give a point value for each element in each Domain. At the end of the evaluation, the Evaluator will add up the point values given to each element and apply it to that Domain's HEDI. Keep in mind that Domains #1 and #4 have a different HEDI's and they have different HEDI's than Domain #2 and Domain #3 which have the same HEDI's.

After the evaluation, the teacher should have a rating for each Domain of H, E, D or I.

We use those ratings and apply our multiplier. The multipliers are

Highly Effective	20
Effective	15
Developing	10
Ineffective	5

Based on the four (4) Domains that were evaluated, the teacher should have a rating for each. Apply each of these ratings to the multiplier to arrive at a point total that is applied to the conversion chart to arrive at the HEDI from the score on the four (4) Domains as follows:

95-100	60 Points	
<u>88-94</u>	<u>59 Points</u>	Highly Effective
75-87	58 Points	
63-74	57 Points	
<u>61-62</u>	<u>56 Points</u>	Effective
59-60	55 Points	
57-58	54 Points	
55-56	53 Points	
53-54	52 Points	
<u>50-52</u>	<u>51 Points</u>	Developing
49 Below	Raw Score	Ineffective

The HEDI for the sixty (60) points of the Multiple Measure Component of the 100 points as shown below that HEDI is:

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

The score from this HEDI is the number of points (up to 60) that the teacher will receive of the Multiple Measure Component.

Example

A teacher upon his/her evaluation receives the following points for each element in each domain:

Domain #1 – there are six (6) elements

Element 1a - Teacher receives a	3
Element 1b - Teacher receives a	3
Element 1c - Teacher receives a	3
Element 1d - Teacher receives a	2
Element 1e - Teacher receives a	2
Element 1f - Teacher receives a	<u>3</u>
Domain #1 TOTAL	16 Points

Using **Domain 1's** HEDI –

15-18	H
9-14	E
3-8	D
0-2	I

Teacher is Highly Effective for **Domain #1**.

Domain #2 – there are five (5) elements

Element 2a - Teacher receives a	2
Element 2b - Teacher receives a	3
Element 2c - Teacher receives a	1
Element 2d - Teacher receives a	2
Element 2e - Teacher receives a	<u>2</u>
Domain #2 TOTAL	10 Points

Using **Domain 2's** HEDI –

13-15	H
8-12	E
3-7	D
0-2	I

Teacher is Effective for **Domain #2**.

Domain #3 – there are five (5) elements

Element 3a - Teacher receives a 2

Element 3b - Teacher receives a 2

Element 3c - Teacher receives a 3

Element 3d - Teacher receives a 1

Element 3e - Teacher receives a 2

Domain #3 TOTAL **10 Points**

Using **Domain 3's** HEDI –

13-15 H

8-12 E

3-7 D

0-2 I

Teacher is Effective for **Domain #3**

Domain #4 – there are six (6) elements

Element 4a - Teacher receives a 6

Element 4b - Teacher receives a 4

Element 4c - Teacher receives a 4

Element 4d - Teacher receives a 4

Element 4e - Teacher receives a 6

Element 4f - Teacher receives a 6

Domain #4 TOTAL **30 Points**

Using **Domain 4's** HEDI –

24-30 H

15-23 E

6-14 D

0-5 I

Teacher is Highly Effective for **Domain #4**.

The teacher has received a HEDI rating for each Domain.

Domain #1 H

Domain #2 E

Domain #3 E

Domain #4 H

Using our multipliers

H 20 X 2 = 40

E 15 X 2 = 30

D 10

I 5

70 Score

Using our conversion chart – this teacher would receive 57 points on the Multiple Measure Component. She is an Effective teacher on the Multiple Measure Component.

Teacher Improvement Plan

(Completed Jointly by Teacher and Lead Evaluator / Designee)

Name:	School:	Current School Year:
Date of related APPR/Evaluation:	Administrator Responsible:	Date(s) of TIP conference

Area(s) Needing Improvement	Action Plan (Steps to be taken)	Resources	Timeline for Completion	Measurable Evidence to be Collected	Satisfactory Progress	Plan Completed
1.	1.				Yes <input type="checkbox"/> No <input type="checkbox"/> Date:	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
2.	2.				Yes <input type="checkbox"/> No <input type="checkbox"/> Date:	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
3.	3.				Yes <input type="checkbox"/> No <input type="checkbox"/> Date:	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

Teacher's Comments:

Lead Evaluator's Comments:

TIP Satisfied? Yes Date: _____
 No

Teacher's Signature: _____
 Date: _____

Lead Evaluator Signature: _____
 Date: _____

SAUGERTIES CENTRAL SCHOOL DISTRICT

Locally Selected Measures of Student Achievement

Principals will use baseline data and work collaboratively with the Superintendent of Schools to set individual achievement targets. HEDI points will be based on percentage of students who meet or exceed targets.

75% of Students		
<u>Reaching Target</u>	<u># of Points Allocated</u>	
97-100	15 Points	
84-96	14 Points	Highly Effective
75-83	13 Points	
71-74	12 Points	
67-70	11 Points	
63-66	10 Points	
59-62	9 Points	
55-58	8 Points	Effective
51-54	7 Points	
48-50	6 Points	
44-47	5 Points	
39-43	4 Points	
35-38	3 Points	Developing
32-34	2 Points	
16-31	1 Point	
0-15	0 Point	Ineffective

Taking into account special considerations mentioned in 3.14, the following chart has been developed to determine that a lower percentage can be used in arriving at a target (goal):

	<u>GOAL</u>	<u>% POVERTY</u>
No SWD/ELL	75%	29 % or Less
29-1%	70%	30% - 59%
30-39%	65%	60%-69%
40-49%	60%	70%-79%
50-65%	55%	80%-89%
66% or Greater	50%	90%-100%

Use the lowest % goal identified between the two.

70% of Students		
<u>Reaching Target</u>	<u># of Points Allocated</u>	
98-100	15 Points	
81-97	14 Points	Highly Effective
70-80	13 Points	

66-69	12 Points	
62-65	11 Points	
59-61	10 Points	
55-58	9 Points	
51-54	8 Points	Effective
47-50	7 Points	
44-46	6 Points	
40-43	5 Points	
36-39	4 Points	
32-35	3 Points	Developing
29-31	2 Points	
14-28	1 Point	
0-13	0 Point	Ineffective

65% of Students

<u>Reaching Target</u>	<u># of Points Allocated</u>	
97-100	15 Points	
79-96	14 Points	Highly Effective
65-78	13 Points	
61-64	12 Points	
58-60	11 Points	
54-57	10 Points	
51-53	9 Points	
47-54	8 Points	Effective
43-46	7 Points	
41-42	6 Points	
37-40	5 Points	
33-36	4 Points	
29-32	3 Points	Developing
26-28	2 Points	
13-25	1 Point	
0-12	0 Point	Ineffective

60% of Students

<u>Reaching Target</u>	<u># of Points Allocated</u>	
98-100	15 Points	
77-97	14 Points	Highly Effective
60-76	13 Points	
57-59	12 Points	
53-56	11 Points	
50-52	10 Points	
46-49	9 Points	
43-45	8 Points	Effective
40-42	7 Points	

37-39	6 Points	
33-36	5 Points	
30-32	4 Points	
26-29	3 Points	Developing
23-25	2 Points	
12-22	1 Point	
0-11	0 Point	Ineffective

55% of Students

Reaching Target	# of Points Allocated	
96-100	15 Points	
74-95	14 Points	Highly Effective
55-73	13 Points	
52-54	12 Points	
49-51	11 Points	
45-48	10 Points	
42-44	9 Points	Effective
39-41	8 Points	
36-38	7 Points	
33-35	6 Points	
30-32	5 Points	
26-29	4 Points	
23-25	3 Points	Developing
20-22	2 Points	
10-19	1 Point	
0-9	0 Point	Ineffective

50% of Students

Reaching Target	# of Points Allocated	
96-100	15 Points	
75-95	14 Points	Highly Effective
50-74	13 Points	
47-49	12 Points	
44-46	11 Points	
41-43	10 Points	
38-40	9 Points	
35-37	8 Points	Effective
32-34	7 Points	
30-31	6 Points	
27-29	5 Points	
23-26	4 Points	
20-22	3 Points	Developing
17-19	2 Points	
8-16	1 Point	
0-7	0 Point	Ineffective

SAUGERTIES CENTRAL SCHOOL DISTRICT

Multiple Measure Component - Principals

Each of the six (6) Domains of the LCI Multidimensional Rubric are rated HEDI by the Superintendent of Schools. Site visits and other negotiated sources of evidence should be considered when the Evaluator is rating each Domain.

When the Superintendent of Schools is evaluating a Principal, there are six (6) Domains of the LCI Multidimensional Rubric that must receive a rating of Highly Effective (**H**), Effective (**E**), Developing (**D**) and Ineffective (**I**). The Domains are:

- Shared Vision of Learning
- School Culture and Instructional Program
- Safe, Efficient, Effective Learning Environment
- Community
- Integrity, Fairness, Ethnics
- Political, Social, Economic, Legal and Cultural Context

The Superintendent of Schools will give a rating to each Domain. The Superintendent of Schools counts the number of each rating (ex: 3 H's, 2 E's, 1 D.) When the evaluation is complete, the next step in the process is to use the multiplier. The multipliers for the Principal's evaluation are

Highly Effective	15
Effective	10
Developing	5
Ineffective	0

When each of the Domains is applied to the multiplier, the total number of points from the six (6) Domains is applied to the Conversion Chart. That number is the number of points the Principal will receive on the Multiple Measure Component.

Conversion Chart to 60 Points for Principal's Multiple Measures:

HEDI Rating Points	Other Measures Points/60	Other Measure Rating
80-90	60	Highly Effective
65-79	59	
50-64	58	Effective
45-49	57	
20-44	56	Developing
15-19	55	
13.8-14.0	54	Ineffective
13.5-13.7	53	
13.1-13.4	52	
12.8-13.0	51	

12.5-12.7	50	Ineffective
12.1-12.4	49	
11.8-12.0	48	
11.5-11.7	47	
11.1-11.4	46	
10.8-11.0	45	
10.5-10.7	44	
10.1-10.4	43	
9.8-10.0	42	
9.5-9.7	41	
9.1-9.4	40	
8.8-9.0	39	
8.6-8.7	38	
8.4-8.5	37	
8.1-8.3	36	
7.8-8.0	35	
7.6-7.7	34	
7.4-7.5	33	
7.1-7.3	32	
6.8-7.0	31	
6.6-6.7	30	
6.4-6.5	29	
6.1-6.3	28	
5.8-6.0	27	
5.6-5.7	26	
5.4-5.5	25	
5.1-5.3	24	
4.8-5.0	23	
4.6-4.7	22	
4.4-4.5	21	
4.1-4.3	20	
3.9-4.0	19	
3.7-3.8	18	
3.5-3.6	17	
3.3-3.4	16	
3.1-3.2	15	
2.9-3.0	14	
2.7-2.8	13	
2.5-2.6	12	
2.3-2.4	11	
2.1-2.2	10	
1.9-2.0	9	
1.7-1.8	8	
1.5-1.6	7	
1.3-1.4	6	
1.1-1.2	5	

0.9-1.0	4	Ineffective
0.7-0.8	3	
0.5-0.6	2	
0.3-0.4	1	
0.0-0.2	0	

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

1st:

2nd:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

Superintendent’s Signature and date _____

Principal’s Signature and 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.

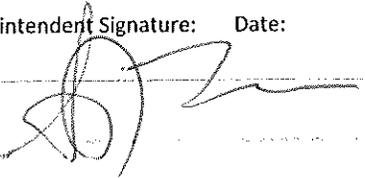
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

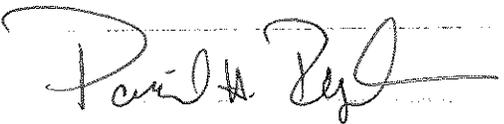
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

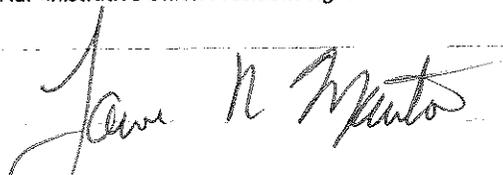
Superintendent Signature: Date:

 1/7/13

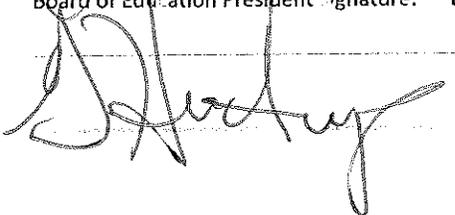
Teachers Union President Signature: Date:

 1/7/13

Administrative Union President Signature: Date:

 1/7/13

Board of Education President Signature: Date:

 1/7/13