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

Commissioner of Education
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December 13, 2012

Dr. Lois Powell, Superintendent
Spackenkill Union Free School District
15 Croft Road
Poughkeepsie, NY 12603

Dear Superintendent Powell:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: John C. Pennoyer

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 08, 2012
Updated Thursday, November 29, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

131602020000

1.2) School District Name:

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

Spackenkill Union Free School District

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, June 27, 2012
Updated Monday, December 10, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	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	Baseline performance data will be compiled for each course/class roster including pre-assessment data and

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	past performance history. Growth targets will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's growth score will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's growth score will be in the effective range if 77%-90% of the students meet the established target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the ineffective range if 0%-64% of the students meet the established target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	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.	Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Growth targets will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's growth score will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's growth score will be in the effective range if 77%-90% of the students meet the established target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the ineffective range if 0%-64% of the students meet the established target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	State-approved 3rd party assessment	Measures of Academic Progress (Science))
7	State-approved 3rd party assessment	Measures of Academic Progress (Science))

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Growth targets will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's growth score will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's growth score will be in the effective range if 77%-90% of the students meet the established target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the ineffective range if 0%-64% of the students meet the established target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Spackenkill UFSD developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES 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	Baseline performance data will be compiled for each course/class roster including pre-assessment data and

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	past performance history. Growth targets will be set by the teacher and the lead evaluator based upon this data..
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 77%-90% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-64% of the students meet the established target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Spackenkill UFSD developed 9th Grade Global Studies 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.	Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Growth targets will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 77%-90% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-64% of the students meet the established target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Growth targets will be set by the teacher and the lead evaluator based upon this data.
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Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-64% of the students meet the established target.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Growth targets will be set by the teacher and the lead evaluator based upon this data.
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Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-64% of the students meet the established target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 11 ELA	Regents assessment	Regents Comprehensive Exam in English

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.	Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Growth targets will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 77%-90% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-64% of the students meet the established target.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art K-6	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific Art Assessment
Art 7-8	District, Regional or BOCES-developed	Dutchess BOCES developed grade speciicArt Assessment
Art 9-12	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific Art Assessment
Music K-6	District, Regional or BOCES-developed	Dutchess BOCES developed grade specificMusic Assessment
Music 7-8	District, Regional or BOCES-developed	Dutchess BOCES developed grade specificMusic Assessment
Music 9-12	District, Regional or BOCES-developed	Dutchess BOCES developed grade specificMusic Assessment
Physical Education K-1,3-5	District, Regional or BOCES-developed	Dutchess BOCES developed grade specificPE Assessment
Physical Education 7-8	District, Regional or BOCES-developed	Dutchess BOCES developed grade specificPE Assessment
Physical Education 11-12	District, Regional or BOCES-developed	Dutchess BOCES developed grade specificPE Assessment
World Languages grade 7	District, Regional or BOCES-developed	Spackenkill UFSD developed grade and subject specificAssessment
World Languages grade 8	District, Regional or BOCES-developed	Dutchess BOCES developed grade and subject specificAssess
World Languages Level 1	District, Regional or BOCES-developed	Dutchess BOCES developed subject specific Foreign Language Assessm
World Languages Level 2	District, Regional or BOCES-developed	Spackenkill UFSD developed subject specific Foreign Language Assessment
World Languages Level 3	District, Regional or BOCES-developed	Dutchess BOCES developed subject specificAssessment
World Languages Level 4	District, Regional or BOCES-developed	Spackenkill UFSD developed subject specificAssessment
Technology 6-8	State-approved 3rd party assessment	Measures of Academic Progress (Math)
Participation in Government	District, Regional or BOCES-developed	HFHO/Oswego BOCES developed subject specific Assessment
Economics	District, Regional or BOCES-developed	HFHO/Oswego BOCES developed subject specific Assessment
Family Consumer Science 6-8	State-approved 3rd party assessment	Measures of Academic Progress (Math)
All other teachers not named	District, Regional or BOCES-developed	Spackenkill UFSD developed grade and subject specificAssessment

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.	Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Growth targets will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 77%-90% of the students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-64% of the students meet the established target.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/146538-TXEtxx9bQW/State Growth for Submission.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 Thursday, June 28, 2012
Updated Monday, December 10, 2012

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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	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

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.	Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range if 91%-100% of students meet the established target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range if 77%-90% of the students meet the established target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range if 0%-64% of the students meet the established target.

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past achievement history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range if 91%-100% of students meet the established target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range if 77%-90% of the students meet the established target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range if 65%-76% of the student meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range if 0%-64% of the students meet the established target.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/146759-rhJdBgDruP/Local for Submission.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	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the State approved third party assessment as identified for each course.Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past achievement history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 77%-90% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 65%-76% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-64% of students meet the established target.

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the State approved third party assessment as identified for each course.Baseline achievement data will be compiled for each course/class

	roster including pre-assessment data and past achievement history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 77%-90% of students meet the established target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 65%-76% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-64% of students meet the established target.

3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the State approved third party assessment as identified for each course.Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past achievement history. Student performance targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 77%-90% of students meet the

	established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 65%-76% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-64% of students meet the established target.

3.7) Grades 6-8 Social Studies

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

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

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.	The locally selected measures will be based on student achievement on the State approved third party assessment as identified for each course.Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past achievement history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 77%-90% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 65%-76% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	The teacher's score for the locally selected measure will be based on student achievement and will be in the

for grade/subject.	ineffective range if 0%-64% of students meet the established target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA))
Global 2	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
American History	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	The locally selected measures will be based on student achievement on the State approved third party assessment as identified for each course.Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past achievement history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 77%-90% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 65%-76% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-64% of students meet the

	established target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
Earth Science	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
Chemistry	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Physics	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)

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.	The locally selected measures will be based on student achievement on the State approved third party assessment as identified for each course.Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past achievement history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data. School wide measures will be used in Chemistry and Physics using the Measures of Academic Progress (Math)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 91%-100% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 77%-90% of students meet the established target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 65%-76% of students meet the established target.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-64% of students meet the established target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Geometry	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

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.	The locally selected measures will be based on student achievement on the State approved third party assessment as identified for each course.Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past achievement history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 77%-90% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 65%-76% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-64% of students meet the established target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	The locally selected measures will be based on student achievement on the State approved third party assessment as identified for each course.Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past achievement history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 77%-90% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 65%-76% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-64% of students meet the established target.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art K6	5) District/regional/BOCES–developed	Dutchess BOCES developed grade specific Art assessment
Art 7-8	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Art 9-12	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Music K-1	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Music 2-6	5) District/regional/BOCES–developed	Dutchess BOCES developed grade specific Music Assessments
Music 6	5) District/regional/BOCES–developed	Dutchess BOCES developed grade specific Music Assessment
Music 7-8	5) District/regional/BOCES–developed	Dutchess BOCES developed grade specific Music Assessment
Physical Education 2	5) District/regional/BOCES–developed	Spackenkill UFSD developed grade specific PE Assessment
Physical Education 6	5) District/regional/BOCES–developed	Spackenkill UFSD developed grade specific PE Assessment
Physical Education 9-10	5) District/regional/BOCES–developed	Spackenkill UFSD developed grade specific PE Assessment
World Languages 7	5) District/regional/BOCES–developed	Dutchess BOCES developed grade specific world language assessment
World Languages 8	5) District/regional/BOCES–developed	Spackenkill UFSD developed grade specific world language world language assessment
World Languages Level 2	5) District/regional/BOCES–developed	Dutchess BOCES developed subject specific world language assessment
World Languages Level 3	5) District/regional/BOCES–developed	Spackenkill UFSD developed subject specific world language assessment
World Languages Level 5	4) State-approved 3rd party	AP Program Assessment
Technology 6-8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Participation in Government	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Economics	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Family Consumer Science 6-8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
All other teachers not named	5) District/regional/BOCES–develop	Spackenkill UFSD developed Assessment

ed

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.	The locally selected measures will be based on student achievement on the State approved third party assessment as identified for each course.Baseline achievement data will be compiled for each course/class roster including pre-assessment data and past achievement history. Student achievement targets for the locally selected measure will be set by the teacher and the lead evaluator based upon this data.School wide measures will be used in all subjects using Measures of Academic Progress (ELA) as the assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 91%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 77%-90% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 65%-76% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-64% of students meet the established target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/146759-y92vNseFa4/Local for Submission 2.docx

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.

Teachers with more than one locally selected measure will have each measure weighted in equivalent proportion to the percentage of students covered by that measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, June 28, 2012
Updated Monday, December 10, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	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.

Using the Danielson Framework for Teaching, each teacher will be evaluated on each domain. Multiple evidence based classroom observations and evidence of student development and performance through lesson plans, student portfolios, and other artifacts through a structured review process will inform the 60 point portion of the teachers' APPR.
The assignment of points within the rubric will be as follows: Each evaluated element will receive 1 for Ineffective, 2 for Developing, 3 for Effective, 4 for Highly Effective. The scores in each domain (elements that have been evaluated) will be averaged so that each domain will have a score from 1 to 4. Domains 1 though 3 will each be weighted at 30%, while Domain 4 will receive a weight of 10% for a total of 100%. The weighted average will be calculated for an overall final score between 1 and 4, then converted to a score between 0 and 60. Once the score is combined with the State and local growth measures, the total will be rounded to whole number between 0 and 100.

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/5091/146761-eka9yMJ855/Sub-Component Conversion Chart.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.	The performance of teachers in the highly effective range is accomplished by achieving a total score of 3.5 or higher. It is an exemplary rating and contributes to the success of the whole school.
Effective: Overall performance and results meet NYS Teaching Standards.	The performance of teachers in the effective range is accomplished by achieving a total score between 2.5 and 3.4. The performance is evidenced in thorough content knowledge, solid understanding of student development, classroom environment that functions smoothly and fosters a culture for learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The performance of teachers in the developing stage is at a basic level in the areas of planning and preparation, classroom environment, instruction, and professional responsibilities and is accomplished by achieving a total score of 1.5 through 2.4. The performance may be characterized as being minimally competent and having an understanding of the teaching standards and attempts to implement strategies that may not always be successful. Performance at this level requires additional support in order to fully meet teaching standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Performance of teachers in the ineffective range is at an unsatisfactory level in the areas of planning and preparation, classroom environment, instruction, and professional responsibilities and is accomplished by achieving a total score of 1 through 1.4. The performance may be characterized as not having an understanding of the teaching standards, including student development, classroom management, and assessment strategies and does not fulfill professional responsibilities. Performance at this level requires intervention strategies.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	3
4.6) Observations of Probationary Teachers | Informal/Short	3
4.6) Observations of Probationary Teachers | Enter Total	6

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	3
4.7) Observations of Tenured Teachers | Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0

Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Thursday, June 28, 2012
Updated Tuesday, December 04, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	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 Thursday, June 28, 2012
Updated Monday, December 10, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/146763-Df0w3Xx5v6/Tip form for RR submission.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal of Annual Performance Review

Appeal Time Limit

Any teacher who receives an overall APPR annual rating of “Ineffective” or “Developing” may appeal the annual performance

review to the Superintendent. That appeal must be within 15 calendar days of receiving such written annual performance review and will be responded to in a timely and expeditious manner.

Description of Appeal
A teacher may challenge the determination of their APPR pursuant to Section 3012-c of the Education Law.
a. Only annual evaluations that have an overall rating of "developing" or "ineffective" may be appealed.
b. Ratings may be appealed in writing to the Superintendent within 15 calendar days of receipt of the completed evaluation. Failure to appeal within this timeframe shall be considered a waiver of the right to appeal.
c. The appeal must articulate the substantive areas of disagreement over the performance review and must include any documents or materials relevant to the appeal.
d. A written decision shall be rendered by the Superintendent within 15 calendar days of the filing of the appeal, resulting in an appeals decision taking no more than 30 calendar days from receipt of the evaluation to the decision of the Superintendent
e. The decision of the superintendent shall be final except when in regards to cases described in section h.
f. The Superintendent's decision shall address the reasons and factual basis for the determinations found regarding the issues raised in the appeal in a timely and expeditious manner. Copies shall be provided to the teacher, the evaluator and anyone responsible for implementing an improvement plan.
g. If the appeal is sustained, the Superintendent may set aside the original rating, modify the rating or order a new evaluation.
h. In the event a tenured teacher receives and unsuccessfully appeals two consecutive ineffective ratings, he/she may appeal the Superintendent's determination on the second consecutive ineffective rating within 15 days of receiving the decision. The appeal shall be conducted by an arbitrator in a timely and expeditious manner, in accordance with the grievance provision set out in the teachers' collective bargaining agreement. The cost of the arbitration will be shared between the district and the STA. The sole issue before the arbitrator shall be whether or not the second ineffective rating accurately reflects the teacher's performance during the period covered.
i. Nothing herein shall limit the right of a non-tenured teacher to exercise his/her right pursuant to Education Law Section 3031 and bring a grievance charging a procedural violation of the provisions of the collective bargaining agreement and APPR procedures.
j. In the case that the Commissioner's Regulations, or State Law is repealed or changed, the parties agree to reopen the agreement for the limited purpose of negotiating an alternative procedure.

Waiver

Any issues not raised in the appeal shall be deemed waived. Failure to file such appeal timely shall be deemed a waiver of the right to appeal.

District's Response to Appeal

Within 5 calendar days of the District's receipt of the appeal, the administrator who issued the annual performance evaluation of the teacher or teacher improvement plan must submit a detailed written response to the appeal. The response should contain the reasons for the teacher's rating or Teacher Improvement Plan and any documents or materials that support the administrator's annual performance evaluation of the teacher or Teacher Improvement Plan. Only information submitted with the administrator's response will be considered.

Decision of the Superintendent of Schools

The Superintendent shall issue a written decision on the teacher's appeal within 15 calendar days of receipt of the appeal. The decision must set forth the reasons and factual basis for the determination on each specific issue raised in the teacher's appeal and will be done in a timely and expeditious manner.

If the teacher's appeal is sustained, the Superintendent may set aside or modify a rating, which will be done in a timely and expeditious manner.
A copy of the decision shall be provided to the teacher and the administrator responsible for issuing the annual teacher evaluation or teacher improvement plan in a timely and expeditious manner.

Exclusive Remedy

This appeals procedure shall constitute the exclusive means for reviewing and resolving any challenge to a teacher's annual performance evaluation. With the exception of subsection H under the description of appeal, the Superintendent's decision shall be final and binding.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The district will insure that all evaluators are trained as lead evaluators, and 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 NYS Ed Department model certification process. Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training and will maintain records of certification.

The district will establish a process to maintain inter-rater reliability over time in according 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. If and when direct training from Duffy Miller's group is made available to districts, it is the intention of this district to have all lead evaluators partake in that training.

This training will include the following requirements for lead evaluators/evaluators:
NYS Teaching Standards and ISLLC 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 and 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 state wide instructional reporting system
Scoring methodology used to evaluate teachers and principals
Specific considerations in evaluating teachers and principals of ELL's,SWD's and students living in poverty

During the 2011-2012 school year the Spackenkill School District utilized the services of the Dutchess BOCES and the NYS Education Department's training for lead evaluators of teachers and principals respectively.

The Superintendent and her designees are trained and certified as lead evaluators according to the NYSED model to insure consistency and defensibility. Lead evaluators will train and certify other evaluators in the district based on the same model. For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or 60 days after appointment.The district will work to ensure that Lead Evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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 Thursday, June 28, 2012
Updated Monday, December 10, 2012

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

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

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

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

2-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	k-2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

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.	Baseline performance data will be compiled for each grade level including any pre-assessment data and past performance history and the growth targets will be set by the principal and the superintendent.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A principal's growth score will be in the highly effective range if 89%-100% of the students meet the established target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A principal's growth score will be in the effective range if 69%-88% of the students meet the established target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A principal's growth score will be in the developing range if 29%-68% of the students meet the established target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	A principal's growth score will be in the ineffective range if 0%-28% of the students meet the established target.

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

assets/survey-uploads/5365/146764-lha0DogRNw/Principal Hedi 20 .doc

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.

At this time the Spackenkill Union Free School District does not have a building that requires controls or adjustments.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, June 28, 2012
Updated Wednesday, December 12, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	2-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades, ELA and Math)
	6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math, Science)
	9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math, Science)

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.	Annual performance targets for student achievement will be set using prior student performance results, within State and local benchmark priorities. Each range of performance targets is associated with a possible score ranging from 0-15 points. These achievement targets will be set by the principal and the superintendent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the highly effective range if 91%-100% of students meet the performance target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the effective range if 77%-90% % of students meet the performance target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the developing range if 65%-76% of students meet the performance target.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the ineffective range if 0%-64% of students meet the performance target.

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

(No response)

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

assets/survey-uploads/5366/146765-qBFVOWF7fC/Local for Submission VA.docx

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)
2-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades, ELA, Math)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math, Science))
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math, Science)

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.	Annual performance targets for student achievement will be set using prior student performance results, within state and local benchmark priorities. Each range of performance targets associated with a possible score ranging from 0-20 points. These achievement targets will be set by the principal and the superintendent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will receive a score in the highly effective range if 89%-100% of students meet the performance target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will receive a score in the effective range if 69%-88% of student meet the performance target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will receive a score in the developing range if 29%-68% of students meet the performance target.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will receive a score in the ineffective range if 0%-28% of student meet the performance target.

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

(No response)

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

assets/survey-uploads/5366/146765-T8MlGWUVm1/Principal Hedi 20 .doc

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Thursday, June 28, 2012
Updated Wednesday, December 12, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	40
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	20

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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.

Through the collective bargaining process each of the six domains of the MPPR have a maximum point value that when combined total 40 points with an additional 20 points assigned for the goal setting portion. Through the evaluation process the evaluator will assign points based on observations, evidence of supporting artifacts, and collaborative review for each of the domains and elements in the MPPR resulting in a score ranging from 0-60 points. The evaluation process will include timely and constructive feedback during the school year. The district will adhere to all timelines set by NYS Education Law and Regents Rules. The weighted average will be calculated for an overall final score between 1 and 4, then converted to a score between 0 and 60. Once the score is combined with the State and local growth measures, the total will be rounded to a whole number between 0 and 100. However, rounding will not cause a move from one level to another.

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/5143/146766-pMADJ4gk6R/principals 60 points revised.pdf

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

Highly Effective: Overall performance and results exceed standards.	Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the highly effective column in building and sustaining a culture of high student performance and success.This includes, but is not limited to supportive teacher leaders, student centered learning, involvement of diverse stakeholders, and productive use of data to inform decision making. Principals whose performance is in the highly effective range exceed ISLLC Leadership standards consistently in all domains.
Effective: Overall performance and results meet standards.	Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the effective column in building and sustaining a culture of high student performance and success.Performance demonstrates a collaborative approach, the use data to assess achievement, and the advocacy for students and staff. Principals whose

	performance falls in the effective range meet ISLLC Standards in all domains
Developing: Overall performance and results need improvement in order to meet standards.	Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the developing column in building and sustaining a culture of high student performance. Performance is inconsistent across domains with a fragmented approach and narrow focus. Consequently a number of areas for further development can be identified.
Ineffective: Overall performance and results do not meet standards.	Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the ineffective column in building and sustaining a culture of high student performance and success with significant areas of improvement identified. Performance is limited and reactionary.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Wednesday, December 12, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, June 28, 2012
Updated Monday, December 10, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/146768-Df0w3Xx5v6/PIP.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Spackenkill UFSD
Principal APPR Appeal Process
Description of Appeal
A principal may challenge the determination of their APPR within 15 days of receipt pursuant to Section 3012-c of the Education Law and will be handled in a timely and expeditious manner.
a. Only the following annual evaluations may be appealed:

--the first ineffective rating for any principal, probationary or tenured;
--the second ineffective rating for any tenured principal;
--the second developing rating for any principal, probationary or tenured.
b. The Superintendent's designee (hearing officer) (who will be selected within 15 days from the following list: Tom Brooks, Andrew Manca, and Joseph Sciortino) shall respond to the appeal with a written answer. The designee shall have the right to grant or deny the appeal in whole or in part. Such decision shall be made within 30 calendar days of the receipt of the appeal. The decision of the Superintendent's designee, so long as the decision is made within the timeframe set forth in this paragraph, 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.
c. The appeal must articulate the substantive areas of disagreement over the performance review and must include any documents or materials relevant to the appeal.
d. The burden of proof shall rest with the principal.
e. A written decision shall be rendered by the Hearing Officer (Superintendent's designee) within 15 days of the filing of the appeal. The decision shall address the reasons and factual basis for the determinations found regarding the issues raised in the appeal. Copies shall be provided to the principal, the evaluator and anyone responsible for implementing an improvement plan.
f. The District shall bear the cost of the Hearing Officer (Superintendent's designee).
g. If the appeal is sustained, the Superintendent will set aside the original rating, and will modify the rating according to the appeal.
h. Nothing herein shall limit the right of a non-tenured principal to exercise his/her right pursuant to Education Law Section 3031 and bring a grievance charging a procedural violation of the provisions of the collective bargaining agreement and APPR procedures.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The district will insure that all evaluators are trained as lead evaluators, and 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 NYS Ed Department model certification process. Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training and will maintain records of certification.

The district will establish a process to maintain inter-rater reliability over time in according with NYSUT 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. If and when direct training from Duffy Miller's group is made available to districts, it is the intention of this district to have all lead evaluators partake in that training.

This training will include the following requirements for lead evaluators/evaluators:
NYS Teaching Standards and ISLLC 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 and 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 state wide instructional reporting system
Scoring methodology used to evaluate teachers and principals
Specific considerations in evaluating teachers and principals of ELL's,SWD's and students living in poverty

During the 2011-2012 school year the Spackenkill School District utilized the services of the Dutchess BOCES and the NYS Education Department's training for lead evaluators of teachers and principals respectively.

The Superintendent and her designees will be trained and certified as lead evaluators according to the NYSUT model to insure consistency and defensibility. Lead evaluators will train and certify other evaluators in the district based on the same model. For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or 60 days after appointment.The district will work to ensure that Lead Evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, June 28, 2012
Updated Wednesday, December 12, 2012

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/146769-3Uqgn5g9Iu/District Certification Form for APPR0001.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.

20% Local

HE	➔	➔	**E**	➔	➔	➔	➔	➔	➔
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**
97-100	94-96	91-93	88-90	86-87	83-85	82	81	80	79

➔	➔	**D**	➔	➔	➔	➔	➔	**I**	➔	➔
10	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
78	77	75-76	73-74	71-72	69-70	67-68	65-66	57-64	46-56	0-45

15% Value Added Local

HE	➔	**E**	➔	➔	➔	➔	➔	**D**	➔	➔	➔	➔	**I**	➔	➔
15	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
96-100	91-95	89-90	86-88	83-85	80-82	78-79	77	73-76	71-72	69-70	67-68	65-66	57-64	46-56	0-45

Spackenkill UFSD HEDI Chart for Local

20% Local

HE	➔	➔	**E**	➔	➔	➔	➔	➔	➔
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**
97-100	94-96	91-93	88-90	86-87	83-85	82	81	80	79

➔	➔	**D**	➔	➔	➔	➔	➔	**I**	➔	➔
10	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
78	77	75-76	73-74	71-72	69-70	67-68	65-66	57-64	46-56	0-45

Spackenkill UFSD HEDI Chart for Local

20% Growth

HE	➔	➔	**E**	➔	➔	➔	➔	➔	➔
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**
97-100	94-96	91-93	88-90	86-87	83-85	82	81	80	79

➔	➔	**D**	➔	➔	➔	➔	➔	**I**	➔	➔
10	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
78	77	75-76	73-74	71-72	69-70	67-68	65-66	57-64	46-56	0-45

25% Value Added Growth

HE	➔	➔	➔	**E**	➔	➔	➔	➔	➔	➔	➔
25	**24**	**23**	**22**	**21**	**20**	**19**	**18**	**17**	**16**	**15**	**14**
98-100	95-97	93-94	91-92	89-90	87-88	86	85	84	83	82	81

➔	➔	➔	➔	**D**	➔	➔	➔	➔	➔	➔	**I**	➔	➔
13	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
80	79	78	77	76	75	73-74	71-72	69-70	67-68	65-66	57-64	46-56	0-45

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

20% Growth and Local

HE	➔	➔	**E**	➔	➔	➔	➔	➔	➔
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**
97-100	93-96	89-92	86-88	84-85	82-83	80-81	78-79	76-77	74-75

➔	➔	**D**	➔	➔	➔	➔	➔	**I**	➔	➔
10	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
72-73	69-71	65-68	60-64	55-59	50-54	40-49	29-39	17-28	5-16	0-4

15% Value Added Local

HE	➔	**E**	➔	➔	➔	➔	➔	**D**	➔	➔	➔	➔	**I**	➔	➔
15	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
96-100	91-95	89-90	86-88	83-85	80-82	78-79	77	73-76	71-72	69-70	67-68	65-66	57-64	46-56	0-45

Spackenkill UFSD HEDI Chart for Local

20% Growth and Local

HE	➔	➔	**E**	➔	➔	➔	➔	➔	➔
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**
97-100	93-96	89-92	86-88	84-85	82-83	80-81	78-79	76-77	74-75

➔	➔	**D**	➔	➔	➔	➔	➔	**I**	➔	➔
10	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
72-73	69-71	65-68	60-64	55-59	50-54	40-49	29-39	17-28	5-16	0-4

Point Calculation for the MPPR

Calculation Composite Score Points

Calculation Composite Score for 60 Points

						x	
Domain 1: Shared Vision of Learning	(H4)	(E3)	(D2)	(I1)	Score	Weight	=Point
1a) Culture					0	4	0
1b) Sustainability					0	2	0
Domain 2: School Culture and Instructional Program							
2a) Culture					0	4	0
2b) Instructional Program					0	8	0
2c) Capacity Building					0	6	0
2d) Sustainability					0	2	0
2e) Strategic Planning					0	2	0
Domain 3: Safe, Efficient, Effective Learning Environment							
3a) Capacity Building					0	2	0
3b) Culture					0	1	0
3c) Sustainability					0	1	0
3d) Instructional Program					0	1	0
Domain 4: Community							
4a) Strategic Planning					0	1	0
4b) Culture					0	1	0
4c) Sustainability					0	1	0
Domain 5: Integrity, Fairness, Ethics							
5a) Sustainability					0	1	0
5b) Culture					0	1	0

Domain 6: Political, Social, Economic, Legal and Cultural Context

6a) Sustainability	0	1	0
6b) Culture	0	1	0

Total Points for Domains 1-6 MPPR (out of 160 points) 0

Other: Goal Setting and Attainment – 2 Goals (based on an examination of data)	H (4)	E (3)	D(2)	I(1)	Score	x Weight	=Point
Goal 1: Uncovering Goals					0	2.5	0
Goal 1: Strategic Planning					0	2.5	0
Goal 1: Taking Action					0	2.5	0
Goal 1: Evaluating Attainment					0	2.5	0
Goal 2: Uncovering Goals					0	2.5	0
Goal 2: Strategic Planning					0	2.5	0
Goal 2: Taking Action					0	2.5	0
Goal 2: Evaluating Attainment					0	2.5	0

Total Points for 2 goals (out of 80 points) 0

Total Points for Domains 1-6 MPPR and 2 Goals (out of 240 points divided by 60 is converted to a 1-4 score) 0

Conversion to 1-4 Score 0

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-54		
1		0
1.007		1
1.015		2
1.022		3

1.030		4
1.037		5
1.044		6
1.052		7
1.059		8
1.067		9
1.074		10
1.081		11
1.089		12
1.096		13
1.104		14
1.111		15
1.119		16
1.126		17
1.133		18
1.141		19
1.148		20
1.156		21
1.163		22
1.170		23
1.178		24
1.185		25
1.193		26
1.200		27
1.207		28

1.215		29
1.222		30
1.230		31
1.237		32
1.244		33
1.252		34
1.259		35
1.267		36
1.274		37
1.281		38
1.289		39
1.296		40
1.304		41
1.311		42
1.319		43
1.326		44
1.333		45
1.341		46
1.348		47
1.356		48
1.363		49
1.370		50
1.378		51
1.385		52
1.393		53

1.400		54
Developing 55-56		
1.5		55
1.6		55.2
1.7		55.4
1.8		55.6
1.9		55.8
2		56
2.1		56.2
2.2		56.4
2.3		56.6
2.4		56.8
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		

3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

40 of the 60 points assigned to this subcomponent shall be based on a broad assessment of the principal's leadership and management actions by the superintendent.

Domain 1-6 40 points – Supervisory visits, APPR Annual Conference & Collection of Evidence

The remaining twenty (20) points shall be based on the results of the two (2) ambitious and measurable goals set collaboratively with the principal and the superintendent. At least one goal must address the principal's contribution to improving teacher effectiveness. Any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment resulting from the principal's leadership and commitment to their own professional growth.

Element	**Description**
Goal #1 Principal contribution to improving teacher effectiveness **10 Points**	Each principal will compose an annual SMART goal related to the principals contribution to improving teach effectiveness. The goal will be based on an examination of data, and will include actions/strategies the principal will undertake to achieve the goal. Progress on the goal will be reviewed at the end-of-the year annual APPR conference.
Goal #2 Quantifiable & verifiable improvements in academic results or the school's learning environment **10 Points**	Each principal will compose an annual SMART goal related to quantifiable and verifiable improvements in academic results and/or improvement in the school's learning environment. The goal will be based on an examination of data, and will include actions/strategies the principal will undertake to achieve the goal. Progress on the goal will be reviewed at the end-of-year annual APPR conference.

Spackenkill UFSD
TIP Form

Name of teacher:_____
Name of principal:_____
Start date of TIP:_____ End date of TIP_____
Initial TIP_____ Second TIP_____

1. Areas of improvement based on the District's agreed upon Evaluation Form

2. List growth-promoting goals that are specific, measurable, action-oriented, realistic and time-bound

3. List strategies to be used for the improvement of performance (ex. Retraining or skill building training, peer assistance/mentoring program, intensive supervision, etc.)

4. List specific time lines for checking in with principal regarding progress and evidence

5. List indicators of progress

6. List resources and support needed

7. List specific teacher responsibilities

8. List specific administrator responsibilities

Signature of Teacher:_____ Date:_____

Signature of Principal:_____ Date:_____

SECTION V: IMPROVEMENT PLAN

Spackenkill UFSD
Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement including interval meetings with the Superintendent.
5. Required and accessible resources to achieve goal, for example, frequent meetings with the supervisor, professional development, and/or mentoring.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least four times during the year: the first between November 1st and December 1st, the second between January 1st and February 1st, the third between March 1st and April 1st and the fourth between April 15th and May 15th. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal by June 15th.

Spackenkill UFSD 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):

November:

January:

March:

May:

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.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Lois Powell 12/12/12

Teachers Union President Signature: Date:

12/12/12

Administrative Union President Signature: Date:

12/12/12

Board of Education President Signature: Date:

12/12/12