



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

Commissioner of Education  
President of the University of the State of New York  
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December 6, 2012

Dr. C. Douglas Whelan, Superintendent  
Starpoint Central School District  
4363 Mapleton Road  
Lockport, NY 14094

Dear Superintendent Whelan:

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: Clark Godshall

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 Wednesday, May 23, 2012

Updated Tuesday, November 13, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

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

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

401001060000

#### 1.2) School District Name:

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

STARPOINT CSD

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

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, May 23, 2012

Updated Friday, November 09, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE UPLOADED HEDI CHART IN SECTION 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please see uploaded 20-Point HEDI SLO Growth chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see uploaded 20-Point HEDI SLO Growth chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see uploaded 20-Point HEDI SLO Growth chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see uploaded 20-Point HEDI SLO Growth chart

## 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	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	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.	TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE UPLOADED HEDI CHART IN SECTION 2.11.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see uploaded 20-Point HEDI SLO Growth chart

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Starpoint CSD-developed Science 6 assessment
7	District, regional or BOCES-developed assessment	Starpoint CSD-developed Science 7 assessment

  

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE UPLOADED HEDI CHART IN SECTION 2.11.
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## 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	Starpoint CSD-developed Social Studies 6 assessment
7	District, regional or BOCES-developed assessment	Starpoint CSD-developed Social Studies 7 assessment
8	District, regional or BOCES-developed assessment	Starpoint CSD-developed Social Studies 8 assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE UPLOADED HEDI CHART IN SECTION 2.11.
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## 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	Starpoint CSD-developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE UPLOADED HEDI CHART IN SECTION 2.11.
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## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE UPLOADED HEDI CHART IN SECTION 2.11.
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## 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
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Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE UPLOADED HEDI CHART IN SECTION 2.11.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded 20-Point HEDI SLO Growth chart

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Starpoint CSD-developed ELA 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Starpoint CSD-developed ELA 10 assessment
Grade 11 ELA	Regents assessment	Regents ELA 11

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

*assets/survey-uploads/5364/132393-avH4IQNZMh/2.10 All Other Courses\_revised.pdf*

## 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/5364/132393-TXEttx9bQW/20 Point Growth HEDI-Principals Teachers\_2012.11.pdf*

## 2.12) Locally Developed Controls

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

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

*(No response)*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Friday, May 25, 2012

Updated Thursday, November 29, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA 3-5, NYS Math 3-5, NYS Science 4
5	6(ii) School wide measure computed locally	NYS ELA 3-5, NYS Math 3-5, NYS Science 4

6	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8
7	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8
8	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8

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

### 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	6(ii) School wide measure computed locally	NYS ELA 3-5, NYS Math 3-5, NYS Science 4
5	6(ii) School wide measure computed locally	NYS ELA 3-5, NYS Math 3-5, NYS Science 4
6	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8
7	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8
8	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8

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

### 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/5139/133292-rhJdBgDruP/Local 15 Charts\\_for ELA in Grades 4-8\\_Principals in Grades 3-12.pdf](#)

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	AIMSWEB, Starpoint CSD-Developed K-2 ELA Assessment
1	6(ii) School-wide measure computed locally	AIMSWEB, Starpoint CSD-Developed K-2 ELA Assessment
2	6(ii) School-wide measure computed locally	AIMSWEB, Starpoint CSD-Developed K-2 ELA Assessment
3	6(ii) School-wide measure computed locally	NYS ELA 3-5, NYS Math 3-5, NYS Science 4

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.	please see attached 20 Point Local Measures HEDI Chart
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

### 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	6(ii) School-wide measure computed locally	AIMSWEB, Starpoint CSD-Developed K-2 ELA Assessment
1	6(ii) School-wide measure computed locally	AIMSWEB, Starpoint CSD-Developed K-2 ELA Assessment
2	6(ii) School-wide measure computed locally	AIMSWEB, Starpoint CSD-Developed K-2 ELA Assessment
3	6(ii) School-wide measure computed locally	NYS ELA 3-5, NYS Math 3-5, NYS Science 4

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.	please see attached 20 Point Local Measures HEDI Chart
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8
7	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8
8	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8

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.	please see attached 20 Point Local Measures HEDI Chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8
7	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8

8	6(ii) School wide measure computed locally	NYS ELA 6-8, NYS Math 6-8, NYS Science 8
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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.	please see attached 20 Point Local Measures HEDI Chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I
Global 2	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I
American History	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I

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.	please see attached 20 Point Local Measures HEDI Chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I
Earth Science	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I
Chemistry	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I
Physics	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I

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.	please see attached 20 Point Local Measures HEDI Chart
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

### 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	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I
Geometry	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I

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.	please see attached 20 Point Local Measures HEDI Chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

### 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	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Grade 11 ELA, US History, Living Environment, and Algebra I

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.	please see attached 20 Point Local Measures HEDI Chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached 20 Point Local Measures HEDI Chart

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other teachers in Grades K-2	6(ii) School wide measure computed locally	AIMSWEB, Starpoint CSD-Developed K-2 ELA Assessment
All other teachers in Grades 3-5	6(ii) School wide measure computed locally	ELA 3-5, Math 3-5, Science 4
All other teachers in Grades 6-8	6(ii) School wide measure computed locally	ELA 6-8, Math 6-8, Science 8



None at this time

### 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.

Not applicable

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Friday, May 25, 2012

Updated Friday, November 09, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(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]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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.

*Structure for the "Other Measures of Effectiveness - 60 Points"*

*Rubric Weighting:*

- Domain 1: 16.7%*
- Domain 2: 33.3%*
- Domain 3: 33.3%*
- Domain 4: 16.7%*

- 40 points or 66.6% based on classroom observations (Domains 2 and 3)
- 20 points or 33.4% based on “other” factors (Domain 1 and 4)

Notes:

-each sub-domain will be rated and scored according to the following scale:

- Highly Effective (2 points)
- Effective (2 points)
- Developing (1 point)
- Ineffective (0 points)

-At least 75% of the sub-domains in each Domain must be scored to produce a valid Domain score

-All rated sub-domains within a domain will be averaged and weighted to produce a score out of 10 (Domains 1-4) or 20 (Domains 2-3) as outlined above under rubric weighting.

Process :

-Teacher hands in lesson plan for Announced Observation (addresses Domain 1)  
(at least 24 hours prior to announced observation)

-1 Announced Observation \* (addresses Domains 1, 2-3)

-Unannounced Observations\*\* (addresses Domains 1, 2-3)

-Summative Meeting/Domain 4 Submission (addresses Domain 4)

\*The teacher will schedule the announced observation with their building office staff with guidelines from the building administrator (e.g., specific month, course/subject, instruction strategy-guided reading, etc.). When possible, the administrator will make an attempt to conduct observations of the same teacher during different subject area or time of day/period instruction. Announced observations shall be conducted during classroom instruction and/or supervisory study halls.

\*\*The frequency of unannounced observations will range from 1-4. The total amount of observation time, including announced and unannounced observations, will range from 60 to 140 minutes. The frequency and total duration of observations may exceed these levels if mutually agreed upon by the building administrator and teacher. Unannounced observations shall be conducted during classroom instruction and/or supervisory study halls.

-Within 6 school days, all observed sub-domains (during observation or through evidence provided) for Domains 1-3 will be updated following the submission of the lesson plan and each announced/unannounced observation.

-If at any time, a sub-domain falls in the Ineffective or Developing range, a post-observation meeting will take place between the teacher and administrator within 10 school days of the observation. The post-observation meeting will include the details, in text format, of the circumstances and/or behaviors that led to the sub-domain(s) being rated as Ineffective or Developing. The post-observation meeting will also include the details, in text format, of a specific recommendation(s) that would lead to a rating of Effective or Highly Effective for the specific sub-domain.

-If a teacher is on a Teacher Improvement Plan (TIP), the total frequency and duration of classroom observations may extend beyond the limits listed above as outlined in the TIP.

-At least 50% of the total observation time (including announced and unannounced observations), will be completed by the teacher's building administrator(s) (Principals or Assistant Principals).

-Nothing contained in this agreement shall limit the authority of the Chief Executive Officer, the Immediate Supervisors, and the Assistant Principals to provide oral or written praise, criticism, assessment, suggestions or direction to teachers based on such classroom visits. Any feedback provided to teachers shall follow the procedures outlined in this APPR.

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.

(No response)

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 teacher performing at the highly effective level appears to clearly understand the concepts underlying the domain/indicator and consistently implements it at a very high level.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher performing at the effective level appears to clearly understand the concepts underlying the domain/indicator and implements it well.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher performing at the developing level appears to understand the concepts underlying the domain/indicator and attempts to implement its components. However, implementation is sporadic, intermittent, or otherwise not entirely successful.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher performing at the ineffective level does not yet appear to understand the concepts underlying the domain/indicator.

Provide the ranges for the 60-point scoring bands.

Highly Effective	53-60
Effective	41-52
Developing	25-40
Ineffective	0-24

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Friday, May 25, 2012

Updated Tuesday, November 13, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	53-60
Effective	41-52
Developing	25-40
Ineffective	0-24

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 Friday, May 25, 2012

Updated Friday, November 09, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/133294-Df0w3Xx5v6/TIP Blank Form.doc](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*The development of the Starpoint CSD APPR document is based on the philosophy that the primary purpose of a teacher evaluation should be to improve the effectiveness of all teachers and the educational outcomes for all students. To this end, this evaluation tool should be implemented without bias and with consideration for variables that may impact teacher effectiveness and student outcomes such as class size, student population, physical environment, and extreme personal or professional circumstances.*

*TEACHER FILING AN APPEAL:*

*Appeals will be limited to overall ratings of Ineffective or Developing. Appeals of the APPRs shall be limited to only those which rate a classroom teacher as Ineffective or Developing. A unit member shall be entitled to representation by the STA during the course of any appeal.*

*WHAT MAY BE CHALLENGED IN AN APPEAL:*

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

*(1) the substance of the 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*

*The teacher may present any mitigating circumstances that he/she believes relevant during the course of an appeal, (including but not limited to class size, students and classes assigned, student attendance, teacher leave time/personal life, new initiatives/requirements, administrative support/relationship and physical environment) which shall be considered by the District along with all other information submitted during the appeal. The appeal may result in the following action: sustaining the appeal and modifying the evaluation, or rejecting the appeal and sustaining the evaluation.*

*PROHIBITION AGAINST MORE THAN ONE APPEAL:*

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

*BURDEN OF PROOF:*

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

*TIMEFRAME FOR FILING APPEAL:*

*PHASE ONE:*

*All appeals must be submitted in writing to the Building Principal within 10 work days of the teacher receiving his/her complete APPR or TIP. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed with the Building Principal shall not be considered.*

*Within 10 work days of receipt of an appeal, the Building Principal shall meet with the teacher. Within 10 work days of that meeting, the Building Principal shall issue a decision in writing whether to reject or sustain the teacher's appeal.*

*In the absence of administrators meeting these deadlines for rendering a decision on the teacher's appeal, the District may not use the APPR or Teacher Improvement Plan (TIP) until such determination is rendered.*

*PHASE TWO:*

*Only the following situations grant the ability for a teacher to enact Phase Two of the appeal process:*

*(1) A teacher appealing an overall APPR rating of Ineffective*

*(2) A teacher with three consecutive overall APPR ratings of Developing*

*(3) Teacher appealing the school district's issuance and/or implementation of the terms of the teacher improvement plan*

*Within 10 work days of the receipt of the Building Principal's decision, the teacher shall submit the same appeal and supporting documentation to the Superintendent of Schools.*

*Within 10 work days of receiving the teacher's appeal, the Superintendent of Schools shall review the submitted appeal, meet with the teacher submitting the appeal, and any other relevant parties, including but not limited to the administrator(s) who performed the APPR or issued the TIP.*

*Within 10 work days of meeting with the teacher, the Superintendent of Schools shall issue a decision in writing whether to reject or sustain the teacher's appeal.*

*In the absence of administrators meeting these deadlines for rendering a decision on the teacher's appeal, the District may not use the APPR or Teacher Improvement Plan (TIP) until such determination is rendered.*

*In the absence of administrators meeting these deadlines, the district will still render a decision in a timely and expeditious manner in Phase 1 and Phase 2.*

#### **DECISION-MAKERS ON APPEAL:**

*The Building Principal (for Phase One Appeals) Superintendent of Schools (for Phase Two Appeals) will render the final decision on all appeals that are submitted to him/her. Such decisions shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.*

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

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

*The District shall maintain a record of all documents and materials submitted by either party during all phases of the appeal process. Documents will be available for inspection by the unit member and/or the STA.*

*The district agrees not to pursue an expedited 3020a for any teacher whose two consecutive ratings of Ineffective are solely the result of an Ineffective 20 point Growth Score. However, a TIP will still be developed for such a teacher.*

*"Solely the result of an Ineffective 20 point Growth Score" shall be defined as meeting all of the following criteria:*

- Scoring greater than 51 points out of 60 for the 60% other measures*
- Scoring in the Ineffective range on the 20 point student growth on state assessments or comparable measures, and*
- Scoring in the Effective or Highly Effective range on the 20 point Locally Selected Measures of Achievement.*

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

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

#### **Training:**

*Lead evaluators have been trained via BOCES Regional workshops.*

#### **Certification:**

*Once all 9 required elements are covered in the BOCES trainings, the Superintendents of each district will certify their lead evaluators. Lead evaluators will submit attendance logs workshop certificates to serve as "evidence" for the superintendents.*

#### **Re-Certification:**

*The Superintendent, in consultation with our local BOCES is prepared to offer follow-up trainings as necessary so recertification is possible. At minimum, lead evaluators will be re-certified every 5 years through local training or workshops offered by our local BOCES.*

*Inter-Rater Reliability:*

*Initial inter-rater reliability training has been provided via BOCES Regional workshops. Ongoing inter-rater reliability training will be done by the BOCES certified Danielson 2007 trainer every two years.*

## 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 Wednesday, May 30, 2012  
Updated Friday, November 09, 2012

## Page 1

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

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

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

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

3-5
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
Fricano Primary	State-approved 3rd party assessment	AIMSWEB

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.	PRINCIPAL WILL COLLABORATE WITH THE SUPERINTENDENT TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE UPLOADED HEDI CHART IN SECTION 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO Growth Chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO Growth Chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO Growth Chart
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO Growth Chart

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/5365/136468-lha0DogRNw/20 Point Growth HEDI-Principals Teachers\\_2012.11.pdf](#)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*None*

### 7.5) Principals with More Than One Growth Measure

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

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

### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Friday, June 01, 2012

Updated Thursday, November 29, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	NYS ELA 3-5, MATH 3-5, AND SCIENCE 4
6-8	(d) measures used by district for teacher evaluation	NYS ELA 6-8, MATH 6-8, AND SCIENCE 8
9-12	(d) measures used by district for teacher evaluation	NYS REGENTS ELA GRADE 11, LIVING ENVIRONMENT, US HISTORY, AND ALGEBRA I

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

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/5366/137806-qBFVOWF7fC/Local 15 Charts\\_for ELA in Grades 4-8\\_Principals in Grades 3-12.pdf](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	AIMSWEB, Starpoint-CSD Developed K-2 ELA assessment

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

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

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

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/5366/137806-T8MIGWUVm1/Local 20 Chart\_Principal K-2\_2012.11\_1.pdf*

### 8.3) Locally Developed Controls

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

*None*

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

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

*(No response)*

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Friday, June 01, 2012

Updated Friday, November 09, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*1. The Starpoint District shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management.*

*Rubric Weightings:*

- Domain 1: 15% (9 of 60 points)*
- Domain 2: 35% (21 of 60 points)*
- Domain 3: 35% (21 of 60 points)*
- Domain 4: 5% (3 of 60 points)*
- Domain 5: 5% (3 of 60 points)*
- Domain 6: 5% (3 of 60 points)*

*School Visits:*

*The Starpoint Superintendent's assessment shall be based on a maximum of 3 school visits/observations of 45 minutes each. A majority of these school visits/observations will be agreed to between the Starpoint Superintendent and the principal at least 48 hours in advance and the other observation/school visits will be unannounced. Visits are to be completed no later than April 30. The principal may provide any additional evidence to support their performance in any domain.*

*-Only Standards observed by Starpoint Superintendent may be rated, unless additional evidence is supplied by the principal, at the discretion of the principal*

*-Principal must be notified in writing within 5 days of visit of any unobserved/unrated Standards/Domains or any Standards/Domains rated as developing or ineffective.*

*-Principal may provide evidence of unrated domains or domains rated as developing or ineffective to be included in 60 pts within 3 weeks of being notified of any unobserved/unrated Standards/Domains or any Standards/Domains rated as developing or ineffective.*

*-Principal may provide additional evidence for all domains to be included in 60 pts*

*-All 6 ISSLC Standards/ LCI Domains must be rated to qualify the 60 point evaluation*

*-At least 75% of sub-domains within each rated domain in the LCI rubric must be rated to qualify the 60 point evaluation*

*-Scoring of the LCI will be based upon the principal developed, "Principal APPR LCI Rubric Categories and Scoring."*

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.

*(No response)*

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.	The principal performing at the highly effective level appears to clearly understand the concepts underlying the domain/sub-domain and consistently implements them at a high level.
Effective: Overall performance and results meet standards.	The principal performing at the effective level appears to clearly understand the concepts underlying the domain/sub-domain and consistently implements them well.
Developing: Overall performance and results need improvement in order to meet standards.	The principal performing at the developing level appears to understand the concepts underlying the domain/sub-domain and attempts to implement its components. However, implementation is sporadic, intermittent, or otherwise not entirely successful.
Ineffective: Overall performance and results do not meet standards.	The principal performing at the ineffective level does not yet appear to understand the concepts underlying the domain/sub-domain.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	53-60
Effective	42-52
Developing	25-41
Ineffective	0-24

## 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)

Created Friday, June 01, 2012

Updated Thursday, June 28, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	53-60
Effective	42-52
Developing	25-41
Ineffective	0-24

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Friday, June 01, 2012

Updated Tuesday, November 13, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/137833-Df0w3Xx5v6/Principal\\_PIP\\_Form\\_Procedures\\_7.19.2012.doc](assets/survey-uploads/5276/137833-Df0w3Xx5v6/Principal_PIP_Form_Procedures_7.19.2012.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:

*Starpoint Central School Starpoint District  
Principal APPR Appeal Process*

*CHALLENGES IN AN APPEAL:*

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

- (1) The substance of the annual professional performance review (APPR):*
- (2) The Starpoint School Starpoint CSD's adherence to the standards and methodologies required for such reviews:*
- (3) The adherence to Commissioner's Regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to APPR or principal improvement plans (PIP); and*
- (5) The Starpoint School Starpoint CSD's issuance and/or implementation of the terms of (PIP).*

#### *RATINGS THAT MAY BE APPEALED:*

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

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

*A principal may not file multiple appeals regarding the same APPR or PIP. A principal may file an appeal on his/her APPR as well as a separate appeal on the issuance of the PIP based on that APPR. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

#### *BURDEN OF PROOF*

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

#### *TIME FRAME FOR FILING APPEAL*

*All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed to the Starpoint CSD Superintendent within fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the Starpoint CSD to implement any component of the plan. At the time the principal submits his/her appeal, he/she shall inform the Superintendent as to whether he/she wants to proceed with the Phase One process, or go directly to the Phase Two appeals process.*

*The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Starpoint CSD Superintendent upon written request.*

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

#### *TIMEFRAME FOR STARPOINT DISTRICT RESPONSE*

*Within fifteen (15) business days of receipt of an appeal, the Starpoint CSD must submit a written response to the appeal. The response must include the original APPR or PIP as well as any additional information deemed appropriate by the Superintendent. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the Starpoint CSD in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school Starpoint CSD, and all additional information submitted with the response, at the same time the school Starpoint CSD files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.*

#### *DECISION PROCESS FOR APPEAL*

##### *PHASE ONE: Board of Education*

*-Principal has the option to utilize Phase One or go directly to Phase Two, therefore bypassing the Phase One option.*

*Within (5) business days after submitting the District's response to a principal's appeal, the Superintendent shall schedule an executive session meeting of the Board of Education. This executive session meeting shall take place within one month of the filing to the District's response to the principal's appeal. The Board of Education shall review the Principal's appeal as well as the District's response. During the executive session, the principal and the superintendent shall have the opportunity to separately discuss their appeal/response and answer any relevant questions from the Board of Education. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.*

*In the executive session, the administrator shall have the opportunity to discuss the evaluation with the Board and provide any evidence to support that the specific evaluation in question was unfair, bias or that it does adequately assess or represent the administrative abilities of the administrator. The Board shall have the duty to ensure that the Superintendent's evaluation of the administrator and/or related administrative assistance plans for the administrator were based solely on the lack of administrative performance by the administrator and not other factors associated with his/her administrative position in the school district.*

*Within ten (10) business days of the conclusion of the appeal meeting, the Board of Education, via majority vote, shall issue a decision in writing whether to reject or sustain the principal's appeal. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. If the appeal is sustained, the Board of Education shall set aside a rating if it has been affected by error or defect, modify a rating if it is affected by error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal and the Starpoint CSD Superintendent.*

*The district assures that all appeals steps within PHASE ONE will be completed and a decision will be rendered in a timely and expeditious manner.*

#### *PHASE TWO: Appeals Panel*

*If an appeal is rejected, the Principal shall re-submit the appeal in writing to the Starpoint CSD superintendent within ten (10) business days. Within (5) business days after receiving the principal's Phase Two appeal, the Superintendent shall have a meeting with the Principal and his/her union representative to form an appeals panel.*

*If the principal is bypassing the Phase One process, within (5) business days after submitting the District's response to a principal's original appeal, the Superintendent shall have a meeting with the Principal and his/her union representative to form an appeals panel.*

#### *Members of the Appeals Panel:*

*One member will be selected by the principal. One member will be selected by the Superintendent (the superintendent may not sit on the panel.) The third member will be mutually agreed upon by the Superintendent and the Principal/SPPA. The third member chosen shall demonstrate adequate knowledge of the APPR process in New York State. In addition, the third member may or may not work for the Starpoint CSD.*

#### *The parties agree that:*

- a. The hearing panel shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing panel is selected. The appeal process shall be conducted in no more than 2 business days unless extenuating circumstance are present and the majority of the panel members agree.*
- b. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.*
- c. After reviewing the documents provided by the Superintendent and the principal, the principal shall have the opportunity discuss their case with the hearing panel and to include the representation of witnesses and/or affidavits in lieu of testimony. The hearing panel shall collaboratively (majority) determine if any witnesses need to be called to provide further information to inform their decision.*
- d. The principal shall have the prerogative to determine whether the appeal shall be open or closed to the public.*

*The district assures that all appeals steps within PHASE TWO will be completed and a decision will be rendered in a timely and expeditious manner.*

#### *DECISION*

*Within ten (10) business days of the conclusion of the appeal meeting(s), the panel, via majority vote, shall issue a decision in writing*

*whether to reject or sustain the principal's appeal. Such decision shall be final. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. If the appeal is sustained, the hearing panel shall set aside a rating if it has been affected by error or defect, modify a rating if it is affected by error of defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal and the Starpoint Superintendent.*

#### *OTHER*

*1. All costs shall be the responsibility of the Starpoint CSD, with the exception of legal counsel for the principal.*

*2. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*

*3. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

*The district assures that all appeals steps will be completed and a decision will be rendered in a timely and expeditious manner.*

### 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.

#### *Training:*

*Lead evaluators have been trained via BOCES Regional workshops.*

#### *Certification:*

*Once all 9 required elements are covered in the BOCES trainings, the Superintendents of each district will certify their lead evaluators. Lead evaluators will submit attendance logs workshop certificates to serve as "evidence" for the superintendents.*

#### *Re-Certification:*

*The Superintendent, in consultation with our local BOCES is prepared to offer follow-up trainings as necessary so recertification is possible. At minimum, lead evaluators will be re-certified every 5 years through local training or workshops offered by our local BOCES.*

#### *Inter-Rater Reliability:*

*Initial inter-rater reliability training has been provided via BOCES Regional workshops. Ongoing inter-rater reliability training will be done by a BOCES or LCI-rubric certified trainer every four years.*

### 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Friday, June 01, 2012

Updated Wednesday, November 21, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/137776-3Uqgn5g9Iu/Starpoint APPR Signatures\\_11.2012.pdf](assets/survey-uploads/5581/137776-3Uqgn5g9Iu/Starpoint APPR Signatures_11.2012.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.

## 2.10 All Other Courses

Course(s) or Subject(s)	NYSED Option	Assessment
Health 10	District, Regional or BOCES-developed	Starpoint CSD-developed Health 10 assessment
Health 6/8	District, Regional or BOCES-developed	Starpoint CSD-developed Health 6/8 assessment
Integrated Algebra 1 (A)	District, Regional or BOCES-developed	Starpoint CSD-developed Integrated Algebra 1 (A) assessment
Introduction to Algebra 2/Trig	District, Regional or BOCES-developed	Starpoint CSD-developed Intro to A2/Trig assessment
Music K-12	District, Regional or BOCES-developed	Starpoint CSD-developed Music K-12 assessments
Art K-12	District, Regional or BOCES-developed	Starpoint CSD-developed Art K-12 assessments
Participation in Government	District, Regional or BOCES-developed	Starpoint CSD-developed Participation in Government assessment
Phys.Ed.K-12	District, Regional or BOCES-developed	Starpoint CSD-developed Phys. Ed. K-12 assessments
Precalculus	District, Regional or BOCES-developed	Starpoint CSD-developed Precalculus assessment
Science 6 & 7	District, Regional or BOCES-developed	Starpoint CSD-developed Science 6 or Science 7 assessment
Social Studies 6-8	District, Regional or BOCES-developed	Starpoint CSD-developed Social Studies 6, 7, or 8 assessment
Spanish 1	District, Regional or BOCES-developed	ON BOCES regionally-developed Spanish 1 assessment
Spanish 2	District, Regional or BOCES-developed	ON BOCES regionally-developed Spanish 2 assessment
Spanish 7	District, Regional or BOCES-developed	Starpoint CSD-developed Spanish 7 assessment
Technology 7/8	District, Regional or BOCES-developed	Starpoint CSD-developed Tech 7/8 assessment
Technology 9-12	District, Regional or BOCES-developed	Starpoint CSD-developed Tech 9-12 assessment
All other courses	District, Regional or BOCES-developed	Starpoint CSD-developed assessment

## Starpoint HEDI Scale for 20 point growth score

				79% - 80%	17		
				77% - 78%	16		
				75% - 76%	15		
		58% - 60%	8	73% - 74%	14		
		55% - 57%	7	71% - 72%	13		
		52% - 54%	6	69% - 70%	12		
27% - 40%	2	49% - 51%	5	67% - 68%	11	91% - 100%	20
13% - 26%	1	45% - 48%	4	64% - 66%	10	85% - 90%	19
0% - 12%	0	41% - 44%	3	61% - 63%	9	81% - 84%	18
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district goal of: 80% of students meeting their target score*

*Results are below district goal of: 80% of students meeting their target score*

*Results are in-line with district goal of: 80% of students meeting their target score*

*Results exceed district goal of: 80% of students meeting their target score*

Process for assigning points for Teachers:

- TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE ABOVE HEDI CHART
- Weights for multiple SLOs will be determined by the number of students (e.g., SLO #1: 10 students=20% weight; SLO #2: 40 students=80% weight)

Process for assigning points for Principal(s):

- PRINCIPALS WILL COLLABORATE WITH SUPERINTENDENT TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE ABOVE HEDI CHART
- Weights for multiple SLOs will be determined by the number of students (e.g., SLO #1: 250 students=25% weight; SLO #2: 750 students=75% weight)

# STARPOINT CENTRAL SCHOOL DISTRICT

## Teacher Improvement Plan (TIP)

ADMINISTRATOR:

TEACHER:

ADDITIONAL TIP PARTICIPANTS:

*Other Administrators or Teachers involved in TIP meeting, TIP development, etc.*

TIP TIGGERED BY APPR FROM WHAT SCHOOL YEAR:

DATE(S) DEVELOPED:

START DATE OF TIP:

END DATE OF TIP:

ADMINISTRATOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

TEACHER SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

STA PRESIDENT OR DESIGNEE SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

*A copy of this plan will be given to the faculty member, filed at the building level, and placed in the teacher's personnel file at the District level*

<b>Areas of Improvement</b> -Cite specific Sub-Domains from APPR rubric -Sub-Domains rated as Ineffective or Developing should be prioritized and all may not be included in TIP	<b>Performance Goal(s)</b> -Please cite goal ratings (e.g., Effective)	<b>Resources and Supports</b>

**15 Point Local Measures HEDI Chart  
(for Teachers in grades 4-5 and Principal of grades 3-5)**

				168-179	13		
		90-99	7	155-167	12		
		80-89	6	142-154	11		
26-49	2	70-79	5	129-141	10		
11-25	1	60-69	4	114-128	9	190-200	15
0-10	0	50-59	3	100-113	8	180-189	14
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

**Option #6** A school-wide measure of either student growth or achievement based on either:

(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.

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

**Process for assigning points:**

The Regan Intermediate School Performance Index (RIS-PI) will be applied to the above HEDI chart to determine an employee's score from 0-15. All employee's tied to this Local 15 measure will receive the same Local 15 score based on the formula listed below.

The RIS-PI is calculated as follows using the **NYS Assessments in ELA, Math, and Science**

**The RIS-PI is equally weighted based on the following three elements:**

Element #1) Performance on the NYS ELA 3-5 assessment

Element #2) Performance on the NYS Math 3-5 assessment

Element #3) Performance on the NYS Science 4 assessment

## **RIS-PI Computation:**

**For each element:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

**Step 2** - Apply the formula below to obtain a score ranging from 0-200

**Formula:** (# of Students scoring at Level 2 + # of Students scoring at Level 3 + # of Students scoring at Level 4) + (# of Students scoring at Level 3 + # of Students scoring at Level 4) / Total # of Students Taking Assessment)

Follow same procedure for other 2 elements

Once PI's for Elements #1 - 3 are computed proceed to Step 4:

**Step 3** - (Element #1 PI + Element #2 PI + Element #3 PI) ÷ 3 = RIS-PI

**Step 4** - Refer to RIS HEDI Scale for Local 15 to obtain score out of 15

### **Example:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

<b>NYS ELA 3-5</b>	<b><u>N</u></b>	<b>NYS MATH 3-5</b>	<b><u>N</u></b>	<b>NYS SCIENCE 4</b>	<b><u>N</u></b>
Level 4	22	Level 4	43	Level 4	45
Level 3	225	Level 3	215	Level 3	110
Level 2	154	Level 2	135	Level 2	45
Level 1	120	Level 1	128	Level 1	25
TOTAL #	521	TOTAL #	521	TOTAL #	225

**Step 2** - Apply the following formula to obtain a score ranging from 0-200

**Element # 1 Formula:**  $(((154 + 225 + 22) + (225 + 22)) \div 521) \times 100 = \mathbf{124.37}$

**Element # 2 Formula:**  $(((135 + 215 + 43) + (215 + 43)) \div 521) \times 100 = \mathbf{124.95}$

**Element # 3 Formula:**  $(((45 + 110 + 45) + (110 + 45)) \div 225) \times 100 = \mathbf{157.77}$

**Step 3** -  $(124.37 + 124.95 + 157.77) \div 3 = \mathbf{135.69}$

**Step 4** - Employees(s) would receive 10/15 points

**15 Point Local Measures HEDI Chart  
(for ELA/Math Teachers and Principal in grades 6-8)**

				168-179	13		
		90-99	7	155-167	12		
		80-89	6	142-154	11		
26-49	2	70-79	5	129-141	10		
11-25	1	60-69	4	114-128	9	190-200	15
0-10	0	50-59	3	100-113	8	180-189	14
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

**Teachers** **Option #6** A school-wide measure of either student growth or achievement based on either:  
(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.

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

**Process for assigning points:**

The Starpoint Middle School Performance Index (SMS-PI) will be applied to the above HEDI chart to determine an employee's score from 0-20. All employee's tied to this Local 20 measure will receive the same Local 20 score based on the formula listed below.

The SMS-PI is calculated as follows using the **NYS Assessments in ELA, Math, and Science**

**The SMS-PI is equally weighted based on the following three elements:**

- Element #1) Performance on the NYS ELA 6-8 assessment
- Element #2) Performance on the NYS Math 6-8 assessment
- Element #3) Performance on the NYS Science 8 assessment

**SMS-PI Computation:**

**For each element:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

**Step 2** - Apply the formula below to obtain a score ranging from 0-200

**Formula:** (# of Students scoring at Level 2 + # of Students scoring at Level 3 + # of Students scoring at Level 4) + (# of Students scoring at Level 3 + # of Students scoring at Level 4) / Total # of Students Taking Assessment)

Follow same procedure for other 2 elements

*Once PI's for Elements #1 - 3 are computed proceed to Step 4:*

**Step 3** - (Element #1 PI + Element #2 PI + Element #3 PI) ÷ 3 = SMS-PI

**Step 4** - Refer to SMS HEDI Scale for Local 20 for score out of 20

**Example:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

<b>NYS ELA 6-8</b>	<b><u>N</u></b>	<b>NYS MATH 6-8</b>	<b><u>N</u></b>	<b>NYS SCIENCE 8</b>	<b><u>N</u></b>
Level 4	22	Level 4	43	Level 4	45
Level 3	225	Level 3	215	Level 3	110
Level 2	154	Level 2	135	Level 2	45
Level 1	120	Level 1	128	Level 1	25
TOTAL #	521	TOTAL #	521	TOTAL #	225

**Step 2** - Apply the following formula to obtain a score ranging from 0-200

**Element # 1 Formula:**  $(((154 + 225 + 22) + (225 + 22)) \div 521) \times 100 = 124.37$

**Element # 2 Formula:**  $(((135 + 215 + 43) + (215 + 43)) \div 521) \times 100 = 124.95$

**Element # 3 Formula:**  $(((45 + 110 + 45) + (110 + 45)) \div 225) \times 100 = 157.77$

**Step 3** -  $(124.37 + 124.95 + 157.77) \div 3 = 135.69$

**Step 4** - Employees(s) would receive 10/15 points

### 15 Point Local Measures HEDI Chart (for Principal of grades 9-12)

				168-179	13		
				90-99	7	155-167	12
				80-89	6	142-154	11
26-49		2		70-79	5	129-141	10
11-25		1		60-69	4	114-128	9
0-10		0		50-59	3	100-113	8
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

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

Process for assigning points:

The Starpoint High School Performance Index (SHS-PI) will be applied to the above HEDI chart to determine an employee's score from 0-20. All employee's tied to this Local 20 measure will receive the same Local 20 score based on the formula listed below.

The SHS-PI is calculated as follows using the NYS Assessments in ELA, Social Studies, Science, and Math

The SHS-PI is equally weighted based on the following three elements:

- Element #1) Performance on the NYS ELA 11 assessment
- Element #2) Performance on the NYS US History assessment
- Element #3) Performance on the NYS Living Environment assessment
- Element #4) Performance on the NYS Integrated Algebra assessment

SHS-PI Computation:

For each element:

Step 1 - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

See conversion chart below:

NYS Regents Exam Score
85-100
65-84
55-64
0-54

SHS-PI Level
Level 4
Level 3
Level 2
Level 1

Step 2 - Apply the formula below to obtain a score ranging from 0-200

Formula:  $(\# \text{ of Students scoring at Level 2} + \# \text{ of Students scoring at Level 3} + \# \text{ of Students scoring at Level 4}) + (\# \text{ of Students scoring at Level 3} + \# \text{ of Students scoring at Level 4}) / \text{Total \# of Students Taking Assessment}$

Follow same procedure for other 3 elements

Once PI's for Elements #1 - 4 are computed proceed to Step 3:

Step 3 -  $(\text{Element \#1 PI} + \text{Element \#2 PI} + \text{Element \#3 PI} + \text{Element \#4 PI}) \div 4 = \text{SHS-PI}$

Step 4 - Refer to SHS HEDI Scale for Local 20 for score out of 20

**Example:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

<b>NYS ELA 11</b>	<b>N</b>	<b>NYS US History</b>	<b>N</b>	<b>NYS Living Env.</b>	<b>N</b>	<b>NYS Int. Algebra</b>	<b>N</b>
Level 4	22	Level 4	43	Level 4	18	Level 4	2
Level 3	125	Level 3	15	Level 3	110	Level 3	95
Level 2	54	Level 2	135	Level 2	45	Level 2	67
Level 1	20	Level 1	28	Level 1	25	Level 1	34
TOTAL #	221	TOTAL #	221	TOTAL #	198	TOTAL #	198

**Step 2** - Apply the following formula to obtain a score ranging from 0-200

**Element # 1 Formula:**  $[(54 + 125 + 22) + (125 + 22)] \div 221 \times 100 = 157.47$

**Element # 2 Formula:**  $[(135 + 15 + 43) + (15 + 43)] \div 221 \times 100 = 113.57$

**Element # 3 Formula:**  $[(45 + 110 + 18) + (110 + 18)] \div 198 \times 100 = 152.02$

**Element # 4 Formula:**  $[(67 + 95 + 2) + (95 + 2)] \div 198 \times 100 = 131.82$

**Step 3** -  $(157.47 + 113.57 + 152.02 + 131.82) \div 4 = 138.72$

**Step 4** - Employees(s) would receive 10/15 points

**20 Point Local Measures  
HEDI Chart  
(for Teachers in grades K-2; and Principal in grades K-2)**

				170-179	17		
				160-169	16		
				150-159	15		
		80-89	8	140-149	14		
		70-79	7	130-139	13		
		60-69	6	120-129	12		
20-29	2	50-59	5	110-119	11	200	20
10-19	1	40-49	4	100-109	10	190-199	19
0-9	0	30-39	3	90-99	9	180-189	18
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

**Option #6** A school-wide measure of either student growth or achievement based on either:  
(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.

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

**Process for assigning points:**

The Fricano Primary Performance Index (FP-PI) will be applied to the above HEDI chart to determine an employee's score from 0-20. All employee's tied to this Local 20 measure will receive the same Local 20 score based on the formula listed below.

The FP-PI is calculated as follows using:

-AIMSWEB (approved 3rd-party assessment)

-Starpoint CSD K-2 ELA assessments (district-developed assessment that is rigorous and comparable across classrooms)

Please see conversion chart listed below:

AIMSWEB Instructional Recommendation
Well Above Average
Above Average
Average
Below Average
Well Below Average

FP-PI Level
Level 4
Level 3
Level 2
Level 1

Starpoint CSD K-2 ELA assessments
Level 4
Level 3
Level 2
Level 1

FP-PI Level
Level 4
Level 3
Level 2
Level 1

**FP-PI Computation:**

**Step 1 - AIMSWEB:** Determine the Spring Instructional Recommendation of each student in Reading grades K-2

AIMSWEB: Determine the Spring Instructional Recommendation of each student in Math grades K-2

Starpoint CSD K-2 ELA assessments: determine the Level (1-4) of each student in grades K-2

**Step 2 - AIMSWEB:** Convert Instructional Recommendation to Level (see conversion chart above)

**Step 3 -** Apply the following formula to obtain a FP-PI score ranging from 0-200

**Formula:** (Number of Students scoring at Level 2 + Number of Students scoring at Level 3 + Number of Students scoring at Level 4) + (Number of Students scoring at Level 3 + Number of Students scoring at Level 4) / Total of Students Taking Assessment)

**Step 4 -** Apply the FP-PI to the above 20-point Local HEDI chart

**Example:**

**Step 1 - AIMSWEB:** Determine the Spring Instructional Recommendation of each student in Reading grades K-2

AIMSWEB: Determine the Spring Instructional Recommendation of each student in Math grades K-2

Starpoint CSD K-2 ELA assessments: determine the Level (1-4) of each student in grades K-2

**Step 2 - AIMSWEB:** Convert Instructional Recommendation to Level (see conversion charts above)

AIMSWEB Instructional Recommendation (Reading K-2)	<u>N</u>	Fricano Primary PI Level	<u>N</u>
Well Above Average	3	Level 4	20
Above Average	17	Level 4	20
Average	121	Level 3	121
Below Average	45	Level 2	45
Well Below Average	61	Level 1	61

AIMSWEB Instructional Recommendation (Math K-2)	<u>N</u>	Fricano Primary PI Level	<u>N</u>
Well Above Average	9	Level 4	22
Above Average	13	Level 4	22
Average	125	Level 3	125
Below Average	54	Level 2	54
Well Below Average	47	Level 1	47

Starpoint K-2 ELA assessments	<u>N</u>	Fricano Primary PI Level	<u>N</u>
Above Average	18	Level 4	18
Average	129	Level 3	129
Below Average	51	Level 2	51
Well Below Average	50	Level 1	50

**Step 3 -** Apply the following formula to obtain a FP-PI score ranging from 0-200

**Formula:**

Element #1 (AIMSWEB):  $[(45 + 121 + 20) + (121 + 20)] \div 247 = 1.32 \times 100 = 132$

Element #2 (AIMSWEB):  $[(54 + 125 + 22) + (125 + 22)] \div 248 = 1.40 \times 100 = 140$

Element #3 (Starpoint K-2 ELA):  $[(51 + 129 + 18) + (129 + 18)] \div 248 = 1.39 \times 100 = 139$

**Step 4 -**  $(132 + 140 + 139 = 411) \div 3 = 137$

**Step 5 -** Apply the FP-PI to the above 20-point Local HEDI chart - **FP-PI of 137 = 13/20**

**The following grade-levels and subject area AIMSWEB Instructional Recommendations (IR) will be used to compute the FP-PI:**

Grade K	Reading/ELA	Spring IR based on AIMSWEB
Grade K	Math	Spring IR based on AIMSWEB
Grade K	ELA	Spring Starpoint CSD K-2 ELA assessment
Grade 1	Reading/ELA	Spring IR based on AIMSWEB
Grade 1	Math	Spring IR based on AIMSWEB
Grade 1	ELA	Spring Starpoint CSD K-2 ELA assessment
Grade 2	Reading/ELA	Spring IR based on AIMSWEB
Grade 2	Math	Spring IR based on AIMSWEB
Grade 2	ELA	Spring Starpoint CSD K-2 ELA assessment

**20 Point Local Measures HEDI Chart  
(for teachers in grade 3; and all non ELA & Math teachers in grades 3-5)**

				170-179	17		
				160-169	16		
				150-159	15		
		80-89	8	140-149	14		
		70-79	7	130-139	13		
		60-69	6	120-129	12		
20-29	2	50-59	5	110-119	11	200	20
10-19	1	40-49	4	100-109	10	190-199	19
0-9	0	30-39	3	90-99	9	180-189	18
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

Teachers	<b>Option #6</b> A school-wide measure of either student growth or achievement based on either: (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.
Principals	<b>Option b:</b> student growth or achievement on State assessments in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

**Process for assigning points:**

The Regan Intermediate School Performance Index (RIS-PI) will be applied to the above HEDI chart to determine an employee's score from 0-20. All employee's tied to this Local 20 measure will receive the same Local 20 score based on the formula listed below.

The RIS-PI is calculated as follows using the **NYS Assessments in ELA, Math, and Science**

**The RIS-PI is equally weighted based on the following three elements:**

- Element #1) Performance on the NYS ELA 3-5 assessment
- Element #2) Performance on the NYS Math 3-5 assessment
- Element #3) Performance on the NYS Science 4 assessment

**RIS-PI Computation:**

**For each element:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

**Step 2** - Apply the formula below to obtain a score ranging from 0-200

**Formula:** (# of Students scoring at Level 2 + # of Students scoring at Level 3 + # of Students scoring at Level 4) + (# of Students scoring at Level 3 + # of Students scoring at Level 4) / Total # of Students Taking Assessment)

Follow same procedure for other 2 elements

*Once PI's for Elements #1 - 3 are computed proceed to Step 4:*

**Step 3** - (Element #1 PI + Element #2 PI + Element #3 PI) ÷ 3 = RIS-PI

**Step 4** - Refer to RIS HEDI Scale for Local 20 to obtain score out of 20

**Example:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

<b>NYS ELA 3-5</b>	<b><u>N</u></b>	<b>NYS MATH 3-5</b>	<b><u>N</u></b>	<b>NYS SCIENCE 4</b>	<b><u>N</u></b>
Level 4	22	Level 4	43	Level 4	45
Level 3	225	Level 3	215	Level 3	110
Level 2	154	Level 2	135	Level 2	45
Level 1	120	Level 1	128	Level 1	25
TOTAL #	521	TOTAL #	521	TOTAL #	225

**Step 2** - Apply the following formula to obtain a score ranging from 0-200

**Element # 1 Formula:**  $(((154 + 225 + 22) + (225 + 22)) \div 521) \times 100 = 124.37$

**Element # 2 Formula:**  $(((135 + 215 + 43) + (215 + 43)) \div 521) \times 100 = 124.95$

**Element # 3 Formula:**  $(((45 + 110 + 45) + (110 + 45)) \div 225) \times 100 = 157.77$

**Step 3** -  $(124.37 + 124.95 + 157.77) \div 3 = 135.69$

**Step 4** - Employees(s) would receive 13/20 points

**20 Point Local Measures HEDI Chart  
(for all non ELA & Math teachers in grades 6-8)**

				170-179	17		
				160-169	16		
				150-159	15		
		80-89	8	140-149	14		
		70-79	7	130-139	13		
		60-69	6	120-129	12		
20-29	2	50-59	5	110-119	11	200	20
10-19	1	40-49	4	100-109	10	190-199	19
0-9	0	30-39	3	90-99	9	180-189	18
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

<b>Teachers</b>	<b>Option #6</b> A school-wide measure of either student growth or achievement based on either: (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.
<b>Principals</b>	<b>Option b:</b> student growth or achievement on State assessments in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

**Process for assigning points:**

The Starpoint Middle School Performance Index (SMS-PI) will be applied to the above HEDI chart to determine an employee's score from 0-20. All employee's tied to this Local 20 measure will receive the same Local 20 score based on the formula listed below.

The SMS-PI is calculated as follows using the **NYS Assessments in ELA, Math, and Science**

**The SMS-PI is equally weighted based on the following three elements:**

- Element #1) Performance on the NYS ELA 6-8 assessment
- Element #2) Performance on the NYS Math 6-8 assessment
- Element #3) Performance on the NYS Science 8 assessment

**SMS-PI Computation:**

**For each element:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

**Step 2** - Apply the formula below to obtain a score ranging from 0-200

**Formula:** (# of Students scoring at Level 2 + # of Students scoring at Level 3 + # of Students scoring at Level 4) + (# of Students scoring at Level 3 + # of Students scoring at Level 4) / Total # of Students Taking Assessment)

Follow same procedure for other 2 elements

*Once PI's for Elements #1 - 3 are computed proceed to Step 4:*

**Step 3** - (Element #1 PI + Element #2 PI + Element #3 PI) ÷ 3 = SMS-PI

**Step 4** - Refer to SMS HEDI Scale for Local 20 for score out of 20

**Example:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

<b>NYS ELA 6-8</b>	<b><u>N</u></b>	<b>NYS MATH 6-8</b>	<b><u>N</u></b>	<b>NYS SCIENCE 8</b>	<b><u>N</u></b>
Level 4	22	Level 4	43	Level 4	45
Level 3	225	Level 3	215	Level 3	110
Level 2	154	Level 2	135	Level 2	45
Level 1	120	Level 1	128	Level 1	25
TOTAL #	521	TOTAL #	521	TOTAL #	225

**Step 2** - Apply the following formula to obtain a score ranging from 0-200

**Element # 1 Formula:**  $(((154 + 225 + 22) + (225 + 22)) \div 521) \times 100 = 124.37$

**Element # 2 Formula:**  $(((135 + 215 + 43) + (215 + 43)) \div 521) \times 100 = 124.95$

**Element # 3 Formula:**  $(((45 + 110 + 45) + (110 + 45)) \div 225) \times 100 = 157.77$

**Step 3** -  $(124.37 + 124.95 + 157.77) \div 3 = 135.69$

**Step 4** - Employees(s) would receive 13/20 points

## 20 Point Local Measures HEDI Chart (for all teachers in grades 9-12)

				170-179	17		
				160-169	16		
				150-159	15		
		80-89	8	140-149	14		
		70-79	7	130-139	13		
		60-69	6	120-129	12		
20-29	2	50-59	5	110-119	11	200	20
10-19	1	40-49	4	100-109	10	190-199	19
0-9	0	30-39	3	90-99	9	180-189	18
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

**Teachers**

**Option #6** A school-wide measure of either student growth or achievement based on either:

(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.

**Principals**

Option 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)

Process for assigning points:

The Starpoint High School Performance Index (SHS-PI) will be applied to the above HEDI chart to determine an employee's score from 0-20. All employee's tied to this Local 20 measure will receive the same Local 20 score based on the formula listed below.

The SHS-PI is calculated as follows using the NYS Assessments in ELA, Social Studies, Science, and Math

The SHS-PI is equally weighted based on the following three elements:

Element #1) Performance on the NYS ELA 11 assessment

Element #2) Performance on the NYS US History assessment

Element #3) Performance on the NYS Living Environment assessment

Element #4) Performance on the NYS Integrated Algebra assessment

SHS-PI Computation:

For each element:

Step 1 - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

See conversion chart below:

NYS Regents Exam Score
85-100
65-84
55-64
0-54

SHS-PI Level
Level 4
Level 3
Level 2
Level 1

Step 2 - Apply the formula below to obtain a score ranging from 0-200

Formula:  $(\# \text{ of Students scoring at Level 2} + \# \text{ of Students scoring at Level 3} + \# \text{ of Students scoring at Level 4}) + (\# \text{ of Students scoring at Level 3} + \# \text{ of Students scoring at Level 4}) / \text{Total \# of Students Taking Assessment}$

Follow same procedure for other 3 elements

Once PI's for Elements #1 - 4 are computed proceed to Step 3:

Step 3 -  $(\text{Element \#1 PI} + \text{Element \#2 PI} + \text{Element \#3 PI} + \text{Element \#4 PI}) \div 4 = \text{SHS-PI}$

Step 4 - Refer to SHS HEDI Scale for Local 20 for score out of 20

**Example:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

<b>NYS ELA 11</b>	<b><u>N</u></b>	<b>NYS US History</b>	<b><u>N</u></b>	<b>NYS Living Env.</b>	<b><u>N</u></b>	<b>NYS Int. Algebra</b>	<b><u>N</u></b>
Level 4	22	Level 4	43	Level 4	18	Level 4	2
Level 3	125	Level 3	15	Level 3	110	Level 3	95
Level 2	54	Level 2	135	Level 2	45	Level 2	67
Level 1	20	Level 1	28	Level 1	25	Level 1	34
TOTAL #	221	TOTAL #	221	TOTAL #	198	TOTAL #	198

**Step 2** - Apply the following formula to obtain a score ranging from 0-200

**Element # 1 Formula:**  $(((54 + 125 + 22) + (125 + 22)) \div 221) \times 100 = \mathbf{157.47}$

**Element # 2 Formula:**  $(((135 + 15 + 43) + (15 + 43)) \div 221) \times 100 = \mathbf{113.57}$

**Element # 3 Formula:**  $(((45 + 110 + 18) + (110 + 18)) \div 198) \times 100 = \mathbf{152.02}$

**Element # 4 Formula:**  $(((67 + 95 + 2) + (95 + 2)) \div 198) \times 100 = \mathbf{131.82}$

**Step 3** -  $(157.47 + 113.57 + 152.02 + 131.82) \div 4 = \mathbf{138.72}$

**Step 4** - Employees(s) would receive 13/20 points

## Starpoint HEDI Scale for 20 point growth score

				79% - 80%	17		
				77% - 78%	16		
				75% - 76%	15		
		58% - 60%	8	73% - 74%	14		
		55% - 57%	7	71% - 72%	13		
		52% - 54%	6	69% - 70%	12		
27% - 40%	2	49% - 51%	5	67% - 68%	11	91% - 100%	20
13% - 26%	1	45% - 48%	4	64% - 66%	10	85% - 90%	19
0% - 12%	0	41% - 44%	3	61% - 63%	9	81% - 84%	18
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district goal of: 80% of students meeting their target score*

*Results are below district goal of: 80% of students meeting their target score*

*Results are in-line with district goal of: 80% of students meeting their target score*

*Results exceed district goal of: 80% of students meeting their target score*

Process for assigning points for Teachers:

- TEACHERS WILL COLLABORATE WITH PRINCIPALS TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE ABOVE HEDI CHART
- Weights for multiple SLOs will be determined by the number of students (e.g., SLO #1: 10 students=20% weight; SLO #2: 40 students=80% weight)

Process for assigning points for Principal(s):

- PRINCIPALS WILL COLLABORATE WITH SUPERINTENDENT TO SET INDIVIDUAL STUDENT GROWTH TARGETS USING THE BASELINE DATA. BASED ON THE PERCENTAGE OF STUDENTS THAT MEET OR EXCEED THEIR INDIVIDUALIZED GROWTH TARGETS A CORRESPONDING 0-20 HEDI SCORE WILL BE DETERMINED USING THE ABOVE HEDI CHART
- Weights for multiple SLOs will be determined by the number of students (e.g., SLO #1: 250 students=25% weight; SLO #2: 750 students=75% weight)

**15 Point Local Measures HEDI Chart  
(for Teachers in grades 4-5 and Principal of grades 3-5)**

				168-179	13		
		90-99	7	155-167	12		
		80-89	6	142-154	11		
26-49	2	70-79	5	129-141	10		
11-25	1	60-69	4	114-128	9	190-200	15
0-10	0	50-59	3	100-113	8	180-189	14
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

**Option #6** A school-wide measure of either student growth or achievement based on either:

(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.

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

**Process for assigning points:**

The Regan Intermediate School Performance Index (RIS-PI) will be applied to the above HEDI chart to determine an employee's score from 0-15. All employee's tied to this Local 15 measure will receive the same Local 15 score based on the formula listed below.

The RIS-PI is calculated as follows using the **NYS Assessments in ELA, Math, and Science**

**The RIS-PI is equally weighted based on the following three elements:**

Element #1) Performance on the NYS ELA 3-5 assessment

Element #2) Performance on the NYS Math 3-5 assessment

Element #3) Performance on the NYS Science 4 assessment

## **RIS-PI Computation:**

**For each element:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

**Step 2** - Apply the formula below to obtain a score ranging from 0-200

**Formula:** (# of Students scoring at Level 2 + # of Students scoring at Level 3 + # of Students scoring at Level 4) + (# of Students scoring at Level 3 + # of Students scoring at Level 4) / Total # of Students Taking Assessment)

Follow same procedure for other 2 elements

Once PI's for Elements #1 - 3 are computed proceed to Step 4:

**Step 3** - (Element #1 PI + Element #2 PI + Element #3 PI) ÷ 3 = RIS-PI

**Step 4** - Refer to RIS HEDI Scale for Local 15 to obtain score out of 15

### **Example:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

<b>NYS ELA 3-5</b>	<b><u>N</u></b>	<b>NYS MATH 3-5</b>	<b><u>N</u></b>	<b>NYS SCIENCE 4</b>	<b><u>N</u></b>
Level 4	22	Level 4	43	Level 4	45
Level 3	225	Level 3	215	Level 3	110
Level 2	154	Level 2	135	Level 2	45
Level 1	120	Level 1	128	Level 1	25
TOTAL #	521	TOTAL #	521	TOTAL #	225

**Step 2** - Apply the following formula to obtain a score ranging from 0-200

**Element # 1 Formula:**  $(((154 + 225 + 22) + (225 + 22)) \div 521) \times 100 = \mathbf{124.37}$

**Element # 2 Formula:**  $(((135 + 215 + 43) + (215 + 43)) \div 521) \times 100 = \mathbf{124.95}$

**Element # 3 Formula:**  $(((45 + 110 + 45) + (110 + 45)) \div 225) \times 100 = \mathbf{157.77}$

**Step 3** -  $(124.37 + 124.95 + 157.77) \div 3 = \mathbf{135.69}$

**Step 4** - Employees(s) would receive 10/15 points

**15 Point Local Measures HEDI Chart  
(for ELA/Math Teachers and Principal in grades 6-8)**

				168-179	13		
		90-99	7	155-167	12		
		80-89	6	142-154	11		
26-49	2	70-79	5	129-141	10		
11-25	1	60-69	4	114-128	9	190-200	15
0-10	0	50-59	3	100-113	8	180-189	14
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

**Teachers** **Option #6** A school-wide measure of either student growth or achievement based on either:  
(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.

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

**Process for assigning points:**

The Starpoint Middle School Performance Index (SMS-PI) will be applied to the above HEDI chart to determine an employee's score from 0-20. All employee's tied to this Local 20 measure will receive the same Local 20 score based on the formula listed below.

The SMS-PI is calculated as follows using the **NYS Assessments in ELA, Math, and Science**

**The SMS-PI is equally weighted based on the following three elements:**

- Element #1) Performance on the NYS ELA 6-8 assessment
- Element #2) Performance on the NYS Math 6-8 assessment
- Element #3) Performance on the NYS Science 8 assessment

**SMS-PI Computation:**

**For each element:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

**Step 2** - Apply the formula below to obtain a score ranging from 0-200

**Formula:** (# of Students scoring at Level 2 + # of Students scoring at Level 3 + # of Students scoring at Level 4) + (# of Students scoring at Level 3 + # of Students scoring at Level 4) / Total # of Students Taking Assessment)

Follow same procedure for other 2 elements

*Once PI's for Elements #1 - 3 are computed proceed to Step 4:*

**Step 3** - (Element #1 PI + Element #2 PI + Element #3 PI) ÷ 3 = SMS-PI

**Step 4** - Refer to SMS HEDI Scale for Local 20 for score out of 20

**Example:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

<b>NYS ELA 6-8</b>	<b><u>N</u></b>	<b>NYS MATH 6-8</b>	<b><u>N</u></b>	<b>NYS SCIENCE 8</b>	<b><u>N</u></b>
Level 4	22	Level 4	43	Level 4	45
Level 3	225	Level 3	215	Level 3	110
Level 2	154	Level 2	135	Level 2	45
Level 1	120	Level 1	128	Level 1	25
TOTAL #	521	TOTAL #	521	TOTAL #	225

**Step 2** - Apply the following formula to obtain a score ranging from 0-200

**Element # 1 Formula:**  $(((154 + 225 + 22) + (225 + 22)) \div 521) \times 100 = 124.37$

**Element # 2 Formula:**  $(((135 + 215 + 43) + (215 + 43)) \div 521) \times 100 = 124.95$

**Element # 3 Formula:**  $(((45 + 110 + 45) + (110 + 45)) \div 225) \times 100 = 157.77$

**Step 3** -  $(124.37 + 124.95 + 157.77) \div 3 = 135.69$

**Step 4** - Employees(s) would receive 10/15 points

### 15 Point Local Measures HEDI Chart (for Principal of grades 9-12)

				168-179	13		
		90-99	7	155-167	12		
		80-89	6	142-154	11		
26-49	2	70-79	5	129-141	10		
11-25	1	60-69	4	114-128	9	190-200	15
0-10	0	50-59	3	100-113	8	180-189	14
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

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

Process for assigning points:

The Starpoint High School Performance Index (SHS-PI) will be applied to the above HEDI chart to determine an employee's score from 0-20. All employee's tied to this Local 20 measure will receive the same Local 20 score based on the formula listed below.

The SHS-PI is calculated as follows using the NYS Assessments in ELA, Social Studies, Science, and Math

The SHS-PI is equally weighted based on the following three elements:

- Element #1) Performance on the NYS ELA 11 assessment
- Element #2) Performance on the NYS US History assessment
- Element #3) Performance on the NYS Living Environment assessment
- Element #4) Performance on the NYS Integrated Algebra assessment

SHS-PI Computation:

For each element:

Step 1 - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

See conversion chart below:

NYS Regents Exam Score
85-100
65-84
55-64
0-54

SHS-PI Level
Level 4
Level 3
Level 2
Level 1

Step 2 - Apply the formula below to obtain a score ranging from 0-200

Formula:  $(\# \text{ of Students scoring at Level 2} + \# \text{ of Students scoring at Level 3} + \# \text{ of Students scoring at Level 4}) + (\# \text{ of Students scoring at Level 3} + \# \text{ of Students scoring at Level 4}) / \text{Total \# of Students Taking Assessment}$

Follow same procedure for other 3 elements

Once PI's for Elements #1 - 4 are computed proceed to Step 3:

Step 3 -  $(\text{Element \#1 PI} + \text{Element \#2 PI} + \text{Element \#3 PI} + \text{Element \#4 PI}) \div 4 = \text{SHS-PI}$

Step 4 - Refer to SHS HEDI Scale for Local 20 for score out of 20

**Example:**

**Step 1** - Determine the number of students who performed at Level 1, Level 2, Level 3, and Level 4 on the appropriate NYS assessment

<b>NYS ELA 11</b>	<b>N</b>	<b>NYS US History</b>	<b>N</b>	<b>NYS Living Env.</b>	<b>N</b>	<b>NYS Int. Algebra</b>	<b>N</b>
Level 4	22	Level 4	43	Level 4	18	Level 4	2
Level 3	125	Level 3	15	Level 3	110	Level 3	95
Level 2	54	Level 2	135	Level 2	45	Level 2	67
Level 1	20	Level 1	28	Level 1	25	Level 1	34
TOTAL #	221	TOTAL #	221	TOTAL #	198	TOTAL #	198

**Step 2** - Apply the following formula to obtain a score ranging from 0-200

**Element # 1 Formula:**  $[(54 + 125 + 22) + (125 + 22)] \div 221 \times 100 = 157.47$

**Element # 2 Formula:**  $[(135 + 15 + 43) + (15 + 43)] \div 221 \times 100 = 113.57$

**Element # 3 Formula:**  $[(45 + 110 + 18) + (110 + 18)] \div 198 \times 100 = 152.02$

**Element # 4 Formula:**  $[(67 + 95 + 2) + (95 + 2)] \div 198 \times 100 = 131.82$

**Step 3** -  $(157.47 + 113.57 + 152.02 + 131.82) \div 4 = 138.72$

**Step 4** - Employees(s) would receive 10/15 points

**20 Point Local Measures  
HEDI Chart  
(for Teachers in grades K-2; and Principal in grades K-2)**

				<b>170-179</b>	<b>17</b>		
				<b>160-169</b>	<b>16</b>		
				<b>150-159</b>	<b>15</b>		
		<b>80-89</b>	<b>8</b>	<b>140-149</b>	<b>14</b>		
		<b>70-79</b>	<b>7</b>	<b>130-139</b>	<b>13</b>		
		<b>60-69</b>	<b>6</b>	<b>120-129</b>	<b>12</b>		
<b>20-29</b>	<b>2</b>	<b>50-59</b>	<b>5</b>	<b>110-119</b>	<b>11</b>	<b>200</b>	<b>20</b>
<b>10-19</b>	<b>1</b>	<b>40-49</b>	<b>4</b>	<b>100-109</b>	<b>10</b>	<b>190-199</b>	<b>19</b>
<b>0-9</b>	<b>0</b>	<b>30-39</b>	<b>3</b>	<b>90-99</b>	<b>9</b>	<b>180-189</b>	<b>18</b>
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

*Results are well below district performance goals*

*Results are below district performance goals*

*Results are in-line with district performance goals*

*Results exceed district performance goals*

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

**Process for assigning points:**

The Fricano Primary Performance Index (FP-PI) will be applied to the above HEDI chart to determine an employee's score from 0-20. All employee's tied to this Local 20 measure will receive the same Local 20 score based on the formula listed below.

The FP-PI is calculated as follows using:

- AIMSWEB (approved 3rd-party assessment)
- Starpoint CSD K-2 ELA assessments (district-developed assessment that is rigorous and comparable across classrooms)

Please see conversion chart listed below:

AIMSWEB Instructional Recommendation
Well Above Average
Above Average
Average
Below Average
Well Below Average

FP-PI Level
Level 4
Level 3
Level 2
Level 1

Starpoint CSD K-2 ELA assessments
Level 4
Level 3
Level 2
Level 1

FP-PI Level
Level 4
Level 3
Level 2
Level 1

**FP-PI Computation:**

**Step 1 - AIMSWEB:** Determine the Spring Instructional Recommendation of each student in Reading grades K-2  
 AIMSWEB: Determine the Spring Instructional Recommendation of each student in Math grades K-2  
 Starpoint CSD K-2 ELA assessments: determine the Level (1-4) of each student in grades K-2

**Step 2 - AIMSWEB:** Convert Instructional Recommendation to Level (see conversion chart above)

**Step 3 -** Apply the following formula to obtain a FP-PI score ranging from 0-200

**Formula:** (Number of Students scoring at Level 2 + Number of Students scoring at Level 3 + Number of Students scoring at Level 4) + (Number of Students scoring at Level 3 + Number of Students scoring at Level 4) / Total of Students Taking Assessment)

**Step 4 -** Apply the FP-PI to the above 20-point Local HEDI chart

**Example:**

**Step 1 - AIMSWEB:** Determine the Spring Instructional Recommendation of each student in Reading grades K-2  
 AIMSWEB: Determine the Spring Instructional Recommendation of each student in Math grades K-2  
 Starpoint CSD K-2 ELA assessments: determine the Level (1-4) of each student in grades K-2

**Step 2 - AIMSWEB:** Convert Instructional Recommendation to Level (see conversion charts above)

AIMSWEB Instructional Recommendation (Reading K-2)	<u>N</u>	Fricano Primary PI Level	<u>N</u>
Well Above Average	3	Level 4	20
Above Average	17		
Average	121	Level 3	121
Below Average	45	Level 2	45
Well Below Average	61	Level 1	61

AIMSWEB Instructional Recommendation (Math K-2)	<u>N</u>	Fricano Primary PI Level	<u>N</u>
Well Above Average	9	Level 4	22
Above Average	13		
Average	125	Level 3	125
Below Average	54	Level 2	54
Well Below Average	47	Level 1	47

Starpoint K-2 ELA assessments	<u>N</u>	Fricano Primary PI Level	<u>N</u>
Above Average	18	Level 4	18
Average	129	Level 3	129
Below Average	51	Level 2	51
Well Below Average	50	Level 1	50

**Step 3 -** Apply the following formula to obtain a FP-PI score ranging from 0-200

**Formula:**

Element #1 (AIMSWEB):  $[(45 + 121 + 20) + (121 + 20)] \div 247 = 1.32 \times 100 = 132$

Element #2 (AIMSWEB):  $[(54 + 125 + 22) + (125 + 22)] \div 248 = 1.40 \times 100 = 140$

Element #3 (Starpoint K-2 ELA):  $[(51 + 129 + 18) + (129 + 18)] \div 248 = 1.39 \times 100 = 139$

**Step 4 -**  $(132 + 140 + 139 = 411) \div 3 = 137$

**Step 5 -** Apply the FP-PI to the above 20-point Local HEDI chart - **FP-PI of 137 = 13/20**

**The following grade-levels and subject area AIMSWEB Instructional Recommendations (IR) will be used to compute the FP-PI:**

Grade K	Reading/ELA	Spring IR based on AIMSWEB
Grade K	Math	Spring IR based on AIMSWEB
Grade K	ELA	Spring Starpoint CSD K-2 ELA assessment
Grade 1	Reading/ELA	Spring IR based on AIMSWEB
Grade 1	Math	Spring IR based on AIMSWEB
Grade 1	ELA	Spring Starpoint CSD K-2 ELA assessment
Grade 2	Reading/ELA	Spring IR based on AIMSWEB
Grade 2	Math	Spring IR based on AIMSWEB
Grade 2	ELA	Spring Starpoint CSD K-2 ELA assessment

# Principal Improvement Plan

In the event a principal receives a “Developing or Ineffective” rating, and does not wish to appeal the rating, a PIP will be collaboratively constructed between the Superintendent and Principal.

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived deficiencies must be developed and commenced not later than ten (10) days after the start of a school year. The Superintendent, in conjunction with the principal and possibly a colleague of principal’s choice, 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.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. 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.

STARPOINT CENTRAL SCHOOL DISTRICT  
Principal Improvement Plan (PIP)

STARPOINT CSD SUPERINTENDENT:

ADMINISTRATOR:

SCHOOL BUILDING:

ADADEMIC YEAR:

PIP TIGGERED BY APPR FROM WHAT SCHOOL YEAR:

DATE(S) DEVELOPED:

START DATE OF PIP:

END DATE OF PIP:

Deficiency that Promulgated the "Ineffective" or "Developing" Performance Rating	Improvement Goals/Outcomes	Actions 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):**

**December:**

**March:**

**Other:**

**Evidence to be provided for Goal Achievement:**

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

**SUPERINTENDENT SIGNATURE: \_\_\_\_\_**

**DATE: \_\_\_\_\_**

**PRINCIPAL SIGNATURE: \_\_\_\_\_**

**DATE: \_\_\_\_\_**

**SPPA REPRESENTATIVE OR DESIGNEE SIGNATURE: \_\_\_\_\_**

**DATE: \_\_\_\_\_**

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and 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:      11/20/12

*C. Douglas Whelan*

Teachers Union President Signature:      Date:      11/21/12

*Timothy Hutter*

Administrative Union President Signature:      Date:      11/20/12

*Bin P. Farrell*

Board of Education President Signature:      Date:      11/20/12

*Myah P. EA*