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

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

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August 30, 2013

Revised

Nancy Hackett, Superintendent
Sullivan West Central School District
33 Schoolhouse Rd.
Jeffersonville, NY 12748

Dear Superintendent Hackett:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Larry Thomas

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Thursday, August 22, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 591502040000

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

591502040000

1.2) School District Name: SULLIVAN WEST CSD

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

SULLIVAN WEST CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Sullivan West School District will be measuring growth. The teachers, in collaboration with their grade level colleagues , will use the students' historical data to set individual growth targets for the students on their roster. These targets will be approved by the superintendent or her designee. HEDI points will be awarded to the teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80.00% - 100% Results are well-above district goals/ state average for similar students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71.00% - 79.99% Results meet district goals/ state average for similar students.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65.00% - 70.99% Results are below district goals/ state average for similar

	students.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 64.99% Results are well-below district goals/ state average for similar students.

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	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Sullivan West School District will be measuring growth. The teachers, in collaboration with their grade level colleagues , will use the students' historical data to set individual growth targets for the students on their roster. These targets will be approved by the superintendent or her designee. HEDI points will be awarded to the teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80.00% - 100% Results are well-above district goals/ state average for similar students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71.00% - 79.99% Results meet district goals/ state average for similar students..
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65.00% - 70.99% Results are below district goals/ state average for similar students.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 64.99% Results are well-below district goals/ state average for similar students.

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	Sullivan County BOCES-developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Sullivan County BOCES-developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Sullivan West School District will be measuring growth. The teachers, in collaboration with their grade level colleagues , will use the students' historical data to set individual growth targets for the students on their roster. These targets will be approved by the superintendent or her designee. HEDI points will be awarded to the teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80.00% - 100% Results are well-above district goals/ state average for similar students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71.00% - 79.99% Results meet district goals/ state average for similar students.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65.00% - 70.99% Results are below district goals/ state average for similar students.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 64.99% Results are well-below district goals/ state average for similar students.

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	Sullivan West Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Sullivan County BOCES developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Sullivan County BOCES Developed Grade 8 Social Studies Assessment

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Sullivan West School District will be measuring growth. The teachers, in collaboration with their grade level colleagues , will use the students' historical data to set individual growth targets for the students on their roster. These targets will be approved by the superintendent or her designee. HEDI points will be awarded to the teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above district goals/ state average for similar students..
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet district goals/ state average for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are district goals/ state average for similar students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are district goals/ state average for similar students.

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	Sullivan County BOCES Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Sullivan West School District will be measuring growth. The teachers, in collaboration with their grade level colleagues , will use the students' historical data to set individual growth targets for the students on their roster. These targets will be approved by the superintendent or her designee. HEDI points will be awarded to the teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above district goals/ state average for similar students.
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet district goals/ state average for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are below district goals/ state average for similar students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below district goals/ state average for similar students.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Sullivan West School District will be measuring growth. The teachers, in collaboration with their grade level colleagues , will use the students' historical data to set individual growth targets for the students on their roster. These targets will be approved by the superintendent or her designee. HEDI points will be awarded to the teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above district goals/ state average for similar students..
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet district goals/ state average for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are below district goals/ state average for similar students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below district goals/ state average for similar students.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Sullivan West School District will be measuring growth. The teachers, in collaboration with their grade level colleagues , will use the students' historical data to set individual growth targets for the students on their roster. These targets will be approved by the superintendent or her designee. HEDI points will be awarded to the teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment. We will be administering the NYS Common Core Algebra Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above district goals/ state average for similar students..
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet district goals/ state average for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are below district goals/ state average for similar students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below district goals/ state average for similar students.

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	Sullivan County BOCES Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Sullivan County BOCES Developed Grade10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Sullivan West School District will be measuring growth. The teachers, in collaboration with their grade level colleagues , will use the students' historical data to set individual growth targets for the students on their roster. These targets will be approved by the superintendent or her designee. HEDI points will be awarded to the teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above district goals/ state average for similar students.
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet district goals/ state average for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are below district goals/ state average for similar students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below district goals/ state average for similar students.

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All Other Courses Using Regents Assessments	State Assessment	NYS Regents Assessment Subject and Course Specific
	All Other Courses Using BOCES Developed Assessments	District, Regional or BOCES-developed	Sullivan County BOCES Developed Course Specific Assessment
	All Other Courses Using District Developed Assessments	District, Regional or BOCES-developed	Sullivan West Developed Course Specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Sullivan West School District will be measuring growth. The teachers, in collaboration with their grade level/subject area colleagues , will use the students' historical data to set individual growth targets for the students on their roster. These targets will be approved by the superintendent or her designee. HEDI points will be awarded to the teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above district goals/ state average for similar students.
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet district goals/ state average for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are below district goals/ state average for similar students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below district goals/ state average for similar students. .

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/572744-TXEtxx9bQW/2 11 State Growth HEDI Table 13-14_1.doc

2.12) Locally Developed Controls

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

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

n/a

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, August 28, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
5	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
6	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
7	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
8	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Every student takes the i-Ready Diagnostic Assessment. The measure will be school wide measuring achievement across grade level. Student Academic Achievement from one year to the next on the i-Ready Diagnostic assessments will be used to determine the both 15 and 20 “Local Assessment” points. The local 20 assessment points will be used until the Value Added is implemented. i-Ready Diagnostic Asssessments will provide baseline data. Teacher and principal will collaborate in establishing achievement target. HEDI points will be assigned based on the percentage of students meeting or exceeding those targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
5	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
6	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
7	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
8	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Every student takes the i-Ready Diagnostic Assessment. The measure will be school wide measuring achievement across grade level. Student Academic Achievement from one year to the next on the i-Ready Diagnostic assessments will be used to determine both 15 and 20 "Local Assessment" points. The local 20 assessment points will be used until the Value Added is implemented. i-Ready Diagnostic will provide baseline data. Teacher and principal will collaborate in establishing achievement target. HEDI points will be assigned based on the percentage of students meeting or exceeding those targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/572745-rhJdBgDruP/3.3 HEDI Table 20 percent Local.doc

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Sullivan West Developed Kindergarten ELA Assessment
1	6(ii) School-wide measure computed locally	Sullivan West Developed Grade 1 ELA Assessment
2	6(ii) School-wide measure computed locally	Sullivan West Developed Grade 2 ELA Assesment
3	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Sullivan West is measuring achievement. Every student in 3rd grade will take the i-Ready Diagnostic. Assessment.The measure will be school wide measuring achievement across grade level.Kindergarten locally developed assessments will be used to assess student achievement from September - June Grades 1-2 will be based on student achievement from one year to the next using the locally developed performance assessment. With the baseline data, teachers and principal will collaborate in establishing achievement targets for grades K-3. HEDI points will be assigned based on the percentage of students meeting or exceeding those targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Sullivan West Developed Kindergarten Math Assessment
1	6(ii) School-wide measure computed locally	Sullivan West Developed Grade 1 Math Assessment
2	6(ii) School-wide measure computed locally	Sullivan West Developed Grade 2 Math Assessment
3	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Sullivan West is measuring achievement. The measure will be school wide measuring achievement across grade level.Every student in 3rd grade will take the i-Ready Diagnostic Assessment. Kindergarten locally developed assessments will be used to assess student achievement from September - June. Grades 1-2 will be setting achievement targets based on prior academic history. Grade 3 will be setting achievement targets

	based on i-Ready diagnostic assessment. With baseline data, teachers and principal will collaborate in establishing achievement targets for grades K-3. HEDI points will be assigned based on the percentage of students meeting or exceeding those targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Sullivan West Developed Grade 6 Science Assessment
7	6(ii) School wide measure computed locally	Sullivan West Developed Grade 7 Science Assessment
8	6(ii) School wide measure computed locally	Sullivan West Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Sullivan West is measuring achievement. The measure will be school wide measuring achievement across grade level. Every student takes the locally developed assessment. Student academic achievemnt from one year to the next on the locally developed Science assessments will be used to determine 20 "Local Assessment" points. With baseline data, teachers and principal will collaborate in establishing achievement target. HEDI points will be assigned based on the percentage of students meeting or exceeding those targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Sullivan West Developed Grade 6 Social Studies Assessment
7	6(ii) School wide measure computed locally	Sullivan West Developed Grade 7 Social Studies Assessment
8	6(ii) School wide measure computed locally	Sullivan West Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Sullivan West is measuring achievement. The measure will be school wide measuring achievement across grade level. Every student takes the locally developed assessment. Student academic achievement from one year to the next on the locally developed Social Studies assessments will be used to determine the 20 "Local Assessment" points. With baseline data, teachers and principal will collaborate in establishing achievement target. HEDI points will be assigned based on the percentage of students meeting or exceeding those achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Sullivan West Developed Global 1 Assessment
Global 2	6(ii) School wide measure computed locally	Sullivan West Developed Global 2 Assessment
American History	6(ii) School wide measure computed locally	Sullivan West Developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Sullivan West is measuring achievement. The measure will be school wide measuring achievement across grade level.Every student takes the locally developed assessment. Student academic achievement from one year to the next on the locally developed Social Studies assessments will be used to determine the 20 "Local Assessment" points. With baseline data, teachers and principal will collaborate in establishing achievement target. HEDI points will be assigned based on the percentage of students meeting or exceeding those achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Sullivan West Developed Living Environment Assessment
Earth Science	6(ii) School wide measure computed locally	Sullivan West Developed Earth Science Assessment
Chemistry	6(ii) School wide measure computed locally	Sullivan West Developed Chemistry Assessment
Physics	6(ii) School wide measure computed locally	Sullivan West Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Sullivan West is using an achievement measure. The measure will be school wide measuring achievement across grade level. Every student takes the locally developed assessment. Student academic achievement from one year to the next on the locally developed Science assessments will be used to determine the 20 "Local Assessment" points. With baseline data, teachers and principal will collaborate in establishing achievement target. HEDI points will be assigned based on the percentage of students meeting or exceeding those achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results are below District adopted expectations for achievement for the grade level.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results meet District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment

Algebra 1	6(ii) School wide measure computed locally	Sullivan West Developed Algebra 1 Assessment
Geometry	6(ii) School wide measure computed locally	Sullivan West developed Geometry Assessment
Algebra 2	6(ii) School wide measure computed locally	Sullivan West Developed Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Sullivan West is using an achievement measure. The measure will be school wide measuring achievement across grade level. Every student takes the locally developed assessment. Student academic achievement from one year to the next on the locally developed Math assessments will be used to determine the 20 "Local Assessment" points. With baseline data, teachers and principal will collaborate in establishing achievement target. HEDI points will be assigned based on the percentage of students meeting or exceeding those achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment

Grade 9 ELA	6(ii) School wide measure computed locally	Sullivan West Developed Grade 9 ELA Assesment
Grade 10 ELA	6(ii) School wide measure computed locally	Sullivan West Developed Grade 10 ELA
Grade 11 ELA	6(ii) School wide measure computed locally	Sullivan West Developed Grade 11 ELA Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Sullivan West is measuring achievement. The measure will be school wide measuring achievement across grade level. Every student takes a district assessment. Student academic achievement for one year using pre and post assessments will be used to determine the 20 "Local Assessment" points. With baseline data, teachers and principal will collaborate in establishing achievement target. HEDI points will be assigned based on the percentage of students meeting or exceeding those achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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 Courses Using District Developed Assessments	6(ii) School wide measure computed locally	Sullivan West Developed Course Specific Assessment
All Other Courses Using BOCES Developed Assessments	6(ii) School wide measure computed locally	Sullivan County BOCES Developed Course Specific Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Sullivan West is using an achievement measure The measure will be school wide measuring achievement across grade level.. Every student takes the locally developed assessment. Each assessment is grade and course specific. Assessment will be used to determine the 20 "Local Assessment" points. With baseline data, teachers and principal will collaborate in establishing achievement target. HEDI points will be assigned based on the percentage of students meeting or exceeding those targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/572745-y92vNseFa4/3.13 HEDI Table 20 percent Local.doc

3.14) Locally Developed Controls

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

n/a

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.

The process for combining multiple selected measures will include combining the percentage of students meeting the targets . That combined score will be done proportionately based on the number of students and that result will be rounded to the nearest whole number. This number will then be converted using to the HEDI rating conversion chart.
Rounding rules will not result in movement between HEDI bands.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, August 28, 2013

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4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

(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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
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	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

0-60 HEDI points will be assigned based on a minimum of 6 unannounced mini-observations and a broad based assessment of the teacher's total effectiveness using the Marshall Teacher Evaluation Rubrics.
The assessment will be guided by the NYS Teacher Standards and by the Marshall Rubrics and will include such things as instructional planning, contacts and relationships with students' parents, professional development and contributions, personal/professional attributes and behaviors (e.g. reliablity, judgment, integrity, team work and collaboration, cooperation, promptness, attendance, quality

of student assessments and homework and long-term assignments, etc.) and the teacher's use of data to inform professional practice. In September each teacher will receive and review the Marshall Teacher Evaluation Rubrics for the purpose of self-reflection and assessment. Using these rubrics, District Annual Goals, Achievement results from the prior year, and the prior year's APPR, the teacher will formulate one or more personal/professional goals for the school year. By October 15 the teacher will meet with the principal to discuss his/her goal(s) for the school year. Then, between May 15 and the last day of the school year the teacher and principal will meet for the annual APPR discussion meeting. Part of that APPR discussion will be devoted to reviewing the teacher's written self-assessment/reflection based on his/her goal(s). The standard rounding up method will be used to the next whole number and not result in moving a teacher's HEDI score moving to another HEDI category.

Marshall Rubrics will convert to this weighting: Domain A - 20%; B - 20%; C - 20%; D - 20%; E - 10%; F - 10%

Based on the six unannounced mini observations and evidence collected throughout the school year, each sub-component will be scored on a 1-4 scale. A final sub-component score between 1-4 will be averaged to come to a domain score. The domian score will be averaged by the designated percentages which will then result in their final rubrics scores. Final rubics scores which will be converted to a 0-60 HEDI score.

We will be using rounding rules to insure that HEDI scores are in whole numbers. Rounding rules will not allow for movement between HEDI bands. The rubric scores listed on the chart are the minimum scores to acheive the corresponding HEDI point value.

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

assets/survey-uploads/12179/572746-eka9yMJ855/4.5 HEDI Conversion Chart - 60% other measures 13-14.doc

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.	59-60 Teacher performance and results on other measures exceed NYS Teaching Standards
Effective: Overall performance and results meet NYS Teaching Standards.	57 - 58 Teacher performance and results meet NYS Teaching Standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50 - 56 Teacher performance and results need improvment in order to meet NYS Teaching Standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0 - 49 Teacher performance and results do not meet NYS Teaching Standards

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	0
4.6) Observations of Probationary Teachers | Informal/Short	6
4.6) Observations of Probationary Teachers | Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Not Applicable

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	0
4.7) Observations of Tenured Teachers | Informal/Short	6
4.7) Observations of Tenured Teachers | Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Not Applicable

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

- In Person

5. Composite Scoring (Teachers)

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Updated Thursday, August 22, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Monday, August 26, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/130638-Df0w3Xx5v6/2910060-Teacher Improvement Plan WSUT-.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:

Appeals of Annual Professional Performance Reviews

a.Tenured teachers may appeal an end-of-year APPR evaluation. Only those noted “ineffective” or “developing” may appeal.

b.Step One - Professional Discussion:
Any formal appeal must be preceded with a “professional discussion” between the teacher and his or her direct supervisor (the person who completed the APPR). A meeting must be held for this purpose within five (5) calendar days of receiving the APPR or TIP and the teacher shall have the right to be accompanied by a representative of his or her choosing. The teacher’s objective in this “professional discussion” is to review those portions of the APPR evaluation which the teacher disputes. At this meeting the teacher should provide the supervisor with all pertinent documentation or evidence in support of his or her position.

The “professional discussion,” the first step in the appeal process, must be based on one or more of the following:

• The school district’s adherence to the standards and methodologies required pursuant to Education Law 3012-c.
• …adherence to the Commissioner’s Regulations, as applicable to such reviews.
• …compliance with any locally-negotiated procedures applicable.
• …issuance and/or implementation of the terms of the teacher’s TIP (Teacher Improvement Plan) under Education Law 3012-c.

The teacher may not file multiple appeals regarding the same performance review or the implementation or terms of a TIP.

In the “professional discussion,” and throughout the appeals process, the teacher has the burden of demonstrating a clear legal right to the relief requested (changing the APPR evaluation rating) and the burden of establishing the facts upon which he or she seeks relief.

Within three calendar (3) days of the “professional discussion” the teacher’s immediate supervisor shall provide a written decision to the teacher (with a copy provided concurrently to the Superintendent) regarding the disputes raised at that meeting.

c.Step Two - Formal Appeal:
If the teacher is unsuccessful in obtaining a revised APPR evaluation as a result of the “professional discussion,” he or she may take the second, and final step in the process, filing a Formal Appeal. That appeal must be made in writing and submitted to the District Clerk.
The Formal Appeal hearing will take place before a three-person Formal Appeal committee.

The APPR Appeal committee will be made up of the WSUT President or his/her designee, the Superintendent of Schools or his/her designee, and a third person chosen from a list of persons jointly approved by the WSUT President and the Superintendent. This list will be created and updated annually. If, however, the WSUT President and the Superintendent cannot agree on any acceptable third member, that role will be taken by the BOCES District Superintendent.

The formal appeal must be filed by the teacher within fifteen (15) calendar days of receiving the APPR. The appeal articulates the particular basis for the appeal, raising only those issues set forth in Section 3012-c of Education Law. All documents and evidence pertinent to the appeal which were earlier submitted by the teacher to his or her immediate supervisor must accompany the appeal.

The entire hearing process, from the date of receiving the APPR until its conclusion (the written finding of the Formal Appeal Committee), is limited to only thirty (30) days, so the Formal Appeal hearing must be scheduled and conducted as quickly as possible. Just as the teacher was welcome to invite a representative to accompany him or her to the professional discussion with the supervisor, so too may the teacher choose to have another person help to represent his or her position at the Formal Appeal hearing. The decision of the three-member Formal Appeal committee must be rendered, in writing, within the thirty (30) calendar day time limit for the entire appeal process. Its finding is binding, not subject to grievance, arbitration, or further review.

All such steps and the resolution of the appeal will occur in a timely and expeditious manner.

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

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

Our superintendent of schools, both of our school principals, the assistant principals, the director of technology and our asst superintendent for student services will successfully complete a training course that meets the minimum requirments perscribed. They will participate in more than 50 hours of workshops, training, and APPR committee work. Much of this has been coordinated by the Sullivan County BOCES and designed to address the Lead Evaluator Training Criteria, including training in all nine elements:
*NYS Teaching Standards and State-Approved Rubrics (Marshall)

*Evidence-based observations
*Application and use of student growth and value-added growth models
* Application and use of the State approved rubric (Marshall)
*Use of applicable teacher assessment tools
*Use of applicable locally-selected measures (i-Ready Diagnostic assessments)
*Use of Statewide Instructional Reporting System
*Scoring Methodology used by the department and/or the district
*Specific considerations in evaluating teachers and principals of English language learners and students with disabilities
*All of our Lead Evaluators and evaluators received extensive training in completing actual "evidence-based observations," including work on inter-rater reliability
* Inter-rater reliability will be developed monthly during administrative council meetings using video, training materials and consultants during the school year
* We, all of the above mentioned staff, will continue to be trained in the Lead Evaluator Training Criteria throughout the upcoming school year with BOCES being the primary provider of certification and re-certification training

It should also be noted that all of our district's Lead Evaluators will actively serve on the APPR committee. We will hold 3 work sessions, none lasting less than 3 hours. Our APPR committee is ongoing and meeting monthly through the current school year.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Thursday, August 22, 2013

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

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

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

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

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

PK-6
7-12
(No response)
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.
State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	In both of our schools over 30% of students will be taking the state assessments in ELA and math. Principals will receive 0-20 points on their APPR rating based on state-reported testing data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	This will be based on the rating score that SED sends to us.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	This will be based on the rating score that SED sends to us.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	This will be based on the rating score that SED sends to us.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	This will be based on the rating score that SED sends to us.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-6	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment
	7-12	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment, all NYS Regents offered

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.	Baseline data will be used in setting the building wide growth targets for K-6 and 7-12. For K-6 we will be using the i-Ready Diagnostic Assessment in grades 3-6 ELA and Math. For 7-12 we will be using the 7th & 8th grade i-Ready Diagnostic Assessment for ELA and Math as well as all Regents offered. Using the district adopted locally-selected measure for student growth principals will set their building targets in collaboration with the Superintendent. HEDI points will be assigned based on the percentage of students meeting or exceeding those targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00%-100% Results are well-aboved adopted expectations for the grade levels
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00%-79.99% Results meet adopted expectations for the grade levels

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00%-70.99% Results are below expectations for the grade levels
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-64.99% Results are well-below expecations for the grade levels

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

(No response)

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

assets/survey-uploads/12190/572750-qBFVOWF7fC/8.1 HEDI - Principal eval.doc

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

The District will apply the same process used in combining multiple measures. A weighted proportion of the effectiveness will be measured based on the percentage of students related to each level of growth reached for each target used. Percentages of students meeting targets will be weighed and combined, and that the combining scores will be done proportionately based on number of students. Traditional rounding rules will not allow movement between HEDI bands.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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Updated Thursday, August 29, 2013

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation 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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Using the Marshal rubric for Principal evaluation, the superintendent will identify each of the the areas and domains, circle or highlight the sub-components and record all scores on the summary sheet with the overall coments.
Evaluation conferences will include a filled out rubrics prior to the meeting by both the administrator and the supervisor.
The supervisor has the final say, but the discussion should aim for concensus based on actual evidence of the most accurate score for each domain. The Marshall rubric has 6 domains and 10 sub-components within each domain. Based on the evidence collected across multiple school visits, we will be assigning a final 1-4 rubric score to each of the 10 subcomponents in each domain and averaging those scores to arrive at a final domain score. Each final domain score will be multiplied by two and added together then divided by 12 to arrive at the final rubric score. The final rubric score will convert to a 0-60 HEDI point value. Standard rounding up method will be used to the next whole number. Rounding will not cause a principal's HEDI score to move to another HEDI category.
The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI score value.

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

assets/survey-uploads/12205/572751-pMADJ4gk6R/9 7 HEDI Conversion Chart 13-14-Principals evaluation forms.doc

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 Highly Effective level is reserved for truly outstanding leadership as described by very demanding criteria.

Effective: Overall performance and results meet standards.	The Effective level describes solid, expected professional performance: any adminstrator should be pleased with scores at this level.
Developing: Overall performance and results need improvement in order to meet standards.	On the Marshall rubric this level is labeled Improvemnt Necessary . This indicates that performance has real deficiencies and must improve.
Ineffective: Overall performance and results do not meet standards.	A performanc ethat does not meet the standardslevel is clearly unacceptable and will lead to dismissal if it is not improved immediately.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	10
By trained administrator	0
By trained independent evaluator	0
Enter Total	10

Tenured Principals

By supervisor	10
By trained administrator	0
By trained independent evaluator	0
Enter Total	10

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, August 22, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Monday, August 26, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/136597-Df0w3Xx5v6/Principal Improvement Plan Process.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:

Principals may appeal their own end-of-year APPR only for overall Ineffective or Developing ratings according to the following process:

The formal appeal must be preceded by a "professional discussion" between the Principal and the Superintendent. This meeting must be held within five (5) calendar days of the Principal receiving his or her APPR or PIP. The Principal's objective in this "professional discussion" is to review those portions of the APPR evaluation which he or she disputes and to provide information or evidence in support of the appeal. All such steps and the resolution of the appeal will occur in a timely and expeditious manner.

The Principal's appeal is limited to the following (as identified by Ed Law 3012-c):
*The substance of the APPR
*The School District's adherence to the standards and methodologies required for such reviews
*The School District's adherence to the Commissioner's regulations, as applicable to such reviews
*Compliance with any locally-negotiated procedures applicable to the APPR or the Principal Improvement Plan (PIP)
*The School District's issuance and/or implementation of the terms of the Principal's PIP

If the Superintendent refuses to amend the APPR (leaving an Ineffective or Developing rating in place), the Principal may initiate a Formal Appeal by providing the District Clerk with a written appeal request no later than two weeks after receiving the APPR evaluation.

The formal appeal will be made before an Appeal Committee of three members: one member chosen by the Administrative Unit; one member chosen by the Superintendent; one member chosen from a list created annually by the Superintendent and President of the Administrators' Unit of respected retired educators who live in the District. If it's impossible to identify such a person who is acceptable to both the Superintendent and the Administrators' Unit President, the BOCES District Superintendent will serve as the third member.

The entire hearing process, from the date of receiving the APPR until its conclusion (the written finding of the Formal Appeal Committee), is limited to only thirty (30) days so the Formal Appeal hearing must be scheduled and conducted as quickly as possible.

The committee's decision is final and binding.

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

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

Evaluators and Lead Evaluators have received, or will receive training in the following areas:
1) NYS Teaching Standards and ISLLC practice rubrics;
2) Evidence-Based Observations grounded in research;
3) Application and use of the student growth percentile model and value-added growth model;
4) Application and use of state-approved (Kim Marshall) principal and teacher practice rubrics to evaluate teachers' and principals' practices
5) Application and use of assessment tools that the district uses to evaluate teachers and building principals:
6) Application and use of State-approved locally-selected measures of student acheivement (i-Ready Diagnostic assessments) used to evaluate teachers or principals;
7) Use of the Statewide Instructional Reporting System;
8) Scoring methodology used to determine scores for each APPR subcomponent and the composite effectiveness score for the four designated HEDI rating categories used for teacher and principal overall ratings;
9) Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.
10) All of our Lead Evaluators and evaluators received extensive training in completing actual "evidence-based observations," including work on inter-rater reliability.
11) Inter-rater reliability will be developed monthly during administrative council meetings using video, training materials and consultants during the school year.
12) We expect that training in the Lead Evaluator Training Criteria will continue through the upcoming school year with BOCES being the primary provider of certification and re-certification training.
13) The Board of Education will certify the lead evaluator responsible for conducting such reviews. It is important to note that the training will take place prior to the completion of principal evaluations.

All Lead Evaluators and evaluators have devoted over 75 hours to this training and will continue this training throughout the coming school year.

Most of this training has been (or will be) provided by the Sullivan County BOCES unit.

Principals new to the district will be required to complete comparable training prior to becoming Lead Evaluators.

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 Tuesday, April 30, 2013
Updated Thursday, August 29, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/572754-3Uqgn5g9Iu/scan0001.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.

Scoring Bands – Points for State Growth Subcomponent (based on 20 points) with State Provided Measures or Comparable Measures (based on 20 points):

% of Students Meeting Target	HEDI Rating	Points for State Selected Measure
Ineffective 2-0		
0-20.99	I	0
21.00-40.99	I	1
41.00-64.99	I	2
Developing 8-3		
65.00-65.99	D	3
66.00-66.99	D	4
67.00-67.99	D	5
68.00-68.99	D	6
69.00-69.99	D	7
70.00-70.99		8
Effective 17-9		
71.00-71.99	E	9
72.00-72.99	E	10
73.00-73.99	E	11
74.00-74.99	E	12
75.00-75.99	E	13
76.00-76.99	E	14
77.00-77.99	E	15
78.00-78.99	E	16
79.00-79.99	E	17
Highly Effective 18-20		
80.00-89.99	H	18
90.00-95.99	H	19
96.00-100	H	20

Sullivan West Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures (based on 20 Points)

% of Students Meeting Target	HEDI Rating	Points for Locally Selected Measure
Ineffective 2-0		
0-20.99	I	0
21.00-40.99	I	1
41.00-64.99	I	2
Developing 8-3		
65.00-65.99	D	3
66.00-66.99	D	4
67.00-67.99	D	5
68.00-68.99	D	6
69.00-69.99	D	7
70.00-70.99	D	8
Effective 17-9		
71.00-71.99	E	9
72.00-72.99	E	10
73.00-73.99	E	11
74.00-74.99	E	12
75.00-75.99	E	13
76.00-76.99	E	14
77.00-77.99	E	15
78.00-78.99	E	16
79.00-79.99	E	17
Highly Effective 18-20		
80.00-89.99	H	18
90.00-95.99	H	19
96.00-100	H	20

Sullivan West Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures (based on 15 Points):

% of Students Meeting Target	HEDI Rating	Points for Locally Selected Measure
Ineffective 2-0		
0-20.99	I	0
21.00-40.99	I	1
41.00-64.99	I	2
Developing 7-3		
65.00-65.99	D	3
66.00-66.99	D	4
67.00-67.99	D	5
68.00-68.99	D	6
69.00-70.99	D	7
Effective 13-8		
71.00-71.99	E	8
72.00-73.99	E	9
74.00-75.99	E	10
76.00-76.99	E	11
77.00-77.99	E	12
78.00-79.99	E	13
Highly Effective 15-14		
80.00-90.99	H	14
91.00-100	H	15

Sullivan West Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures (based on 20 Points)

% of Students Meeting Target	HEDI Rating	Points for Locally Selected Measure
Ineffective 2-0		
0-20.99	I	0
21.00-40.99	I	1
41.00-64.99	I	2
Developing 8-3		
65.00-65.99	D	3
66.00-66.99	D	4
67.00-67.99	D	5
68.00-68.99	D	6
69.00-69.99	D	7
70.00-70.99	D	8
Effective 17-9		
71.00-71.99	E	9
72.00-72.99	E	10
73.00-73.99	E	11
74.00-74.99	E	12
75.00-75.99	E	13
76.00-76.99	E	14
77.00-77.99	E	15
78.00-78.99	E	16
79.00-79.99	E	17
Highly Effective 18-20		
80.00-89.99	H	18
90.00-95.99	H	19
96.00-100	H	20

Sullivan West Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures (based on 15 Points):

% of Students Meeting Target	HEDI Rating	Points for Locally Selected Measure
Ineffective 2-0		
0-20.99	I	0
21.00-40.99	I	1
41.00-64.99	I	2
Developing 7-3		
65.00-65.99	D	3
66.00-66.99	D	4
67.00-67.99	D	5
68.00-68.99	D	6
69.00-70.99	D	7
Effective 13-8		
71.00-71.99	E	8
72.00-73.99	E	9
74.00-75.99	E	10
76.00-76.99	E	11
77.00-77.99	E	12
78.00-79.99	E	13
Highly Effective 15-14		
80.00-90.99	H	14
91.00-100	H	15

CONVERSION CHART – 60% OTHER MEASURES

	Category	Conversion for 60% Other Measures Score
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Sullivan West APPR Form

Teacher Name: _____

School Year: _____

Goal for the year: _____

_____

_____

_____

Written self-evaluation/reflection based on the planned goal completed. YES NO

60% Other Measures:

Marshal Rubric

Rubric A Rating _____ x 2 = _____

Rubric B Rating _____ x 2 = _____

Rubric C Rating _____ x 2 = _____

Rubric D Rating _____ x 2 = _____

Rubric E Rating _____ x 1 = _____

Rubric F Rating _____ x 1 = _____

TOTAL = _____ ÷ 100 = _____ points (using the CONVERSION CHART – 60% OTHER MEASURES) Standard rounding up method will be used to the next whole number

Marshall Rubric (other Measures conversion) using the conversion chart – 60%Other measures

_____/60

Local Growth Measure: _____/20

State Growth Measure: _____/20

Total APPR Score: _____/100

Highly Effective	Effective	Developing	Ineffective
91-100	75-90	65-74	0-64

Teacher Improvement Plan (TIP)

The Purpose of a TIP is to:

- improve teacher performance;
- provide a targeted, intensive assistance process;
- promote professional growth.

Referral to TIP

1. The administrator will recommend a teacher for the TIP component when they receive a rating of developing or ineffective on the end of the year APPR.

2. The administrator, via written report to the Superintendent or designee, will initiate the recommendation. A copy of the report will also be provided to the teacher. The recommendation will include:

- A description of the concerns as they relate to the teacher's proficiency in demonstrating the Criteria for Effective Teaching.
- Documentation of previous efforts made by administrator and/or teacher to improve performance.

3. The administrator, the teacher, and a union representative will work collaboratively to develop, institute and monitor the TIP. Determination of whether the objectives of the TIP are met will be made by the administrator.

4. The TIP must include at least the following elements, as reflected in the TIP evaluation sheet.

- A clear identification of the area or areas of the teacher's professional practice that need improvement.
- The differentiated activities and action steps designed to support improvement in the area(s).
- A timeline for achieving improvement.
- The manner by which the improvement will be assessed, including evidence, data, documents, or other factors used in that assessment.
- A clear statement of the additional support and assistance that the teacher will receive.

The attached document should be used in developing, monitoring and evaluating the TIP.

TEACHER IMPROVEMENT PLAN

(To be completed jointly by teacher, the administrator, and a union representative)

Name_____Building_____Grade/Subject_____

Area(s) Needing Improvement	Action Steps (Detailed Description)	Timeline For Completion	Evidence	Satisfactory Progress		Action Steps Completed	
				Yes	No	Yes	No
TIP Satisfied?	Yes ☐ No ☐ (If no, recommendations must be specified in the Administrator's comments below.)						

Teacher's Comments: _____

Administrator's Comments: _____

_____ _____

Teacher's Signature **Date** **Administrator's Signature** **Date**

HEDI Criteria for Principal's Evaluations

(20 points)

HIGHLY EFFECTIVE						EFFECTIVE								DEVELOPING					INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96.00-100	90.00-95.99	80.00-89.99	79.00-79.99	78.00-78.99	77.00-77.99	76.00-76.99	75.00-75.99	74.00-74.99	73.00-73.99	72.00-72.99	71.00-71.99	70.00-70.99	69.00-69.99	68.00-68.99	67.00-67.99	66.00-66.99	65.00-65.99	41.00-64.99	21.00-40.99	0-20.99

HEDI Criteria for Principal's Evaluations

(15 points)

HIGHLY EFFECTIVE						EFFECTIVE						DEVELOPING					INEFFECTIVE
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91.00-100	80.00-90.99	78.00-79.99	77.00-77.99	76.00-76.99	74.00-75.99	72.00-73.99	71.00-71.99	69.00-70.99	68.00-68.99	67.00-67.99	66.00-66.99	65.00-65.99	41.00-64.99	21.00-40.99	0-20.99

WESTERN SULLIVAN ADMINISTRATORS ASSOCIATION

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

Superintendent Observations of Western Sullivan members

1. Description

    a. Throughout the course of the school year, the Superintendent will have ample opportunities to observe Western Sullivan members performing various duties and responsibilities.

    b. The Superintendent will use the Marshall Rubric Performance Rubric (MRPR) as the lens of observing the Western Sullivan member.

2. Process

    a. Some of these instances will be informal observations and others may be per invite by the Western Sullivan member.

    b. There is no specific set number of Superintendent observations required (10 minimum) since such experiences are ongoing throughout the school year.

3. Form – see next page

WESTERN SULLIVAN ADMINISTRATORS ASSOCIATION

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

Superintendent Observations of Western Sullivan Members Form

Superintendent: _____

Administrator: _____

Assignment: _____

School Year: _____

DATE	TIME	ENVIRONMENT/FUNCTION	EVIDENCE/NOTES

The Performance Evaluation Year in Review

Tenured and non-tenured administrators will have three supervisory conferences per year. Additional supervisory conferences with administrators may be established as needed and appropriate.

Step 1. August – September: Initial Conference

At this time, the Superintendent and Administrator shall meet to discuss the administrator's building-based and district-wide goals and teacher evaluation plan. The administrator will also bring his/her completed self-evaluation/rubric.

Step 2. December – January: Mid-Year Evaluation Conference

In December, but no later than the end of January of each year, an interim evaluation meeting will be held between the administrator and the Superintendent. The administrator and the Superintendent will discuss the progress in achieving the goals or addressing his/her priority areas and general performance.

Step 3. May – June: The year in review: Summative Conference

Administrators meet with the Superintendent to review:

a. District-wide goal setting project
b. Mini-observation record
c. Using 6 Domains
d. The Superintendent shall prepare the finalized formal written assessment for each administrator. The evaluation report should be cumulative, and will comply with state and federal laws concerning confidentiality and privacy of evaluations.

   The administrator shall sign the written evaluation. By affixing his/her signature to the written performance assessment, the administrator acknowledges receipt of a copy of the evaluation, and such signature does not necessarily indicate agreement with the contents of the evaluation. The administrator may attach a written response to the written evaluation. If made, the response must be filed with the Superintendent no later than ten (10) schooldays after the date the administrator signed the original evaluation.

   Note: if the administrator is submitting additional evidence, the deadline is May 31st.

CONVERSION CHART – 60% OTHER MEASURES

	Category	Conversion for 60% Other Measures Score
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50
1.7		51
1.8		52
1.9		52
2		53
2.1		54
2.2		54
2.3		55
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60.25 (round to 60)

Sullivan West APPR Form

Principal's Name: _____

School Year: _____

Goals for the year: _____

_____

_____

_____

Written self-evaluation/reflection based on the planned goal completed. YES NO

60% Other Measures:

Marshal Rubric

Rubric A Rating _____ x 2 = _____

Rubric B Rating _____ x 2 = _____

Rubric C Rating _____ x 2 = _____

Rubric D Rating _____ x 2 = _____

Rubric E Rating _____ x 2 = _____

Rubric F Rating _____ x 2 = _____

TOTAL = _____ ÷ 12 = _____ = _____ points
(using the CONVERSION CHART – 60% OTHER MEASURES) Standard rounding up method will be used to the next whole number

Local Growth Measure: _____/20

State Growth Measure: _____/20

Total APPR Score: _____/100

Highly Effective	Effective	Developing	Ineffective
91-100	75-90	65-74	0-64

SULLIVAN WEST CENTRAL SCHOOL DISTRICT
Principal Improvement Plan Process

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

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome statements.

3. Specific improvement action steps/activities.

4. A reasonable timeline 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.

<u>Principal Improvement Plan</u>

Name of Principal _____

School Building _____ Academic Year _____

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:
March:
Other:

Evidence to be provided for Goal Achievement:

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

3. Local Measures (Teachers)

Created Monday, May 14, 2012
Updated Tuesday, October 23, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of academic progress- ELA 4
5	4) State-approved 3rd party assessments	Measures of academic progress- ELA 5
6	4) State-approved 3rd party assessments	Measures of academic progress- ELA 6
7	4) State-approved 3rd party assessments	Measures of academic progress- ELA 7
8	4) State-approved 3rd party assessments	Measures of academic progress- ELA 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.	Every student takes the NWEA MAP Assessment. Student Academic Achievement Growth from one year to the next on the NWEA MAP assessments will be used to determine the 20 "Local Assessment" points. I have attached a two page HEDI Conversion Chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of academic progress Math 4
5	4) State-approved 3rd party assessments	Measures of academic progress Math 5
6	4) State-approved 3rd party assessments	Measures of academic progress Math 6
7	4) State-approved 3rd party assessments	Measures of academic progress Math 7
8	4) State-approved 3rd party assessments	Measures of academic progress Math 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	Every student takes the NWEA MAP Assessment. Student academic growth from one year to the next on NWEA MAP Math assessments will be used to determine the 20 "Local

3.3, below.	Assessment" points. I have attached a 2-page HEDI Conversion Chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Sullivan West developed performance task - ELA K
1	5) District, regional, or BOCES–developed assessments	Sullivan West developed performance task - ELA 1
2	5) District, regional, or BOCES–developed assessments	Sullivan West developed performance task - ELA 2
3	4) State-approved 3rd party assessments	Measures of academic progress - ELA 3

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	Every student in 3rd grade will take the NWEA MAP Assessment. Kindergarten locally developed assessments will be used to assess student achievement growth from September -

3.13, below.	June Grades 1-2 will be based on student achievement growth from one year to the next using the locally developed performance assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Sullivan West developed performance task - K Math
1	5) District, regional, or BOCES–developed assessments	Sullivan West developed performance task - 1 Math
2	5) District, regional, or BOCES–developed assessments	Sullivan West developed performance task - 2 Math
3	4) State-approved 3rd party assessments	Measures of academic progress- 3 Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student in 3rd grade will take the NWEA MAP Assessment. Kindergarten locally developed assessments will be used to assess student achievement growth from September - June Grades 1-2 will be based on student achievement growth from one year to the next using the locally developed performance assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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	Sullivan West developed performance task - 6 Science
7	6(ii) School wide measure computed locally	Sullivan West developed performance task - 7 Science
8	4) State-approved 3rd party assessments	Measures of academic progress - Science

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student takes the locally developed assessment. 8th grade Science will use the NWEA MAP assessment score. Student academic growth from one year to the next on the locally developed Science assessments and 8th grade NWEA MAP will be used to determine the 20 "Local Assessment" points. I have attached a 2-page HEDI Conversion Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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	Sullivan West developed performance task - 6 Social Studies
7	6(ii) School wide measure computed locally	Sullivan West developed performance task - 7 Social Studies
8	6(ii) School wide measure computed locally	Sullivan West developed performance task - 8 Social Studies

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.	Every student takes the locally developed assessment. Student academic growth from one year to the next on the locally developed Social Studies assessments will be used to determine the 20 "Local Assessment" points. I have attached a 2-page HEDI Conversion Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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	Sullivan West developed performance task - global 1
Global 2	6(ii) School wide measure computed locally	Sullivan West developed performance task - global 2
American History	6(ii) School wide measure computed locally	Sullivan West developed performance task - American History

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.	Every student takes the locally developed assessment. Student academic growth from one year to the next on the locally developed Social Studies assessments will be used to determine the 20 "Local Assessment" points. I have attached a 2-page HEDI Conversion Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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	Sullivan West developed performance task - Living Environment
Earth Science	6(ii) School wide measure computed locally	Sullivan West developed performance task - Earth Science
Chemistry	6(ii) School wide measure computed locally	Sullivan West developed performance task - Chemistry
Physics	6(ii) School wide measure computed locally	Sullivan West developed performance task - Physics

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.	Every student takes the locally developed assessment. Student academic growth from one year to the next on the locally developed Science assessments will be used to determine the 20 "Local Assessment" points. I have attached a 2-page HEDI Conversion Chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results are below District adopted expectations for achievement for the grade level.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results meet District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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	Sullivan West developed performance task - Algebra 1
Geometry	6(ii) School wide measure computed locally	Sullivan West developed performance task - Geometry
Algebra 2	6(ii) School wide measure computed locally	Sullivan West developed performance task - Algebra 2

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.	Every student takes the locally developed assessment. Student academic growth from one year to the next on the locally developed Math assessments will be used to determine the 20 "Local Assessment" points. I have attached a 2-page HEDI Conversion Chart.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Sullivan West developed performance task - ELA 9
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Sullivan West developed performance task- ELA 10
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Sullivan West developed performance task- ELA 11

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.	Every student takes a district assessment. Student academic growth for one year using pre and post assessments will be used to determine the 20 "Local Assessment" points. I have attached a 2-page HEDI Conversion Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	65.00% - 70.99% Results are below District adopted expectations for achievement

grade/subject.	for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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
	Kindergarten Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based K Assessment
	1st grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 1st Assessment
	2nd grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 2nd Assessment
	3rd grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 3rd Assessment
	4th grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 4th Assessment
	5th grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 5th Assessment
	6th grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 6th Assessment
	7th grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 7th Assessment
	8th grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 8th Assessment
	9th grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 9th Assessment
	10th grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 10th Assessment
	11th grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 11th Assessment
	12th grade Physical Education	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based 12th Assessment
	High School Personal Fitness	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based Assessment
	Health 7	6(ii) School wide measure computed locally	Sullivan West Developed Course Specific Standards Based Health Assessment
	Senior High Health	6(ii) School wide measure computed locally	Sullivan West Developed Course Specific Standards Based Senior Health Assessment
	Advanced Health	5) District/regional/BOCES–developed	Sullivan West Performance Grade Based Assessment - Health
	Kindergarten Art	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based Art Assessment

1st grade Art	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based Art Assessment
2nd grade Art	5) District/regional/BOCES–developed	Sullivan West developed course specific Performance Based Art Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student takes the locally developed assessment. Each assessment is grade and course specific. Assessment will be used to determine the 20 "Local Assessment" points. I have attached a 2-page HEDI Conversion Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	80.00% - 100% Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00% - 79.99% Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00% - 70.99% Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 64.99% Results are well-below District adopted expectations for achievement for the grade level.

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

assets/survey-uploads/5139/129188-Rp0Ol6pk1T/Form3_12_AllOtherCourses 3.12.doc

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

n/a

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.

The total points will be divided by the number of measures a given teacher has. That percentage will then be converted using to the HEDI rating conversion chart.

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

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of

growth or achievement
Other Measures of Effectiveness

(60 points)

Overall

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

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

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
Ineffective	0-49

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

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

Created Thursday, May 17, 2012
Updated Tuesday, October 23, 2012

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

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

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

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

PK-6
7-12
(No response)
(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

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.	In both of our schools over 30% of students will be taking the state assessments in ELA and math. Principals will receive 0-20 points on their APPR rating based on state-reported testing data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	This will be based on the rating score that SED sends to us.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	This will be based on the rating score that SED sends to us.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	This will be based on the rating score that SED sends to us.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	This will be based on the rating score that SED sends to us.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 14, 2012
Updated Tuesday, October 23, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

591502040000

1.2) School District Name:

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

SULLIVAN WEST 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)

6. Additional Requirements - Teachers

Created Thursday, May 17, 2012
Updated Tuesday, October 23, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/130638-Df0w3Xx5v6/2910060-Teacher Improvement Plan WSUT-.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:

Appeals of Annual Professional Performance Reviews

a.Tenured teachers may appeal an end-of-year APPR evaluation. Only those noted “ineffective” or “developing” may appeal.

b.Step One - Professional Discussion:

Any formal appeal must be preceded with a "professional discussion" between the teacher and his or her direct supervisor (the person who completed the APPR). A meeting must be held for this purpose within five (5) calendar days of receiving the APPR, and the teacher shall have the right to be accompanied by a representative of his or her choosing. The teacher's objective in this "professional discussion" is to review those portions of the APPR evaluation which the teacher disputes. At this meeting the teacher should provide the supervisor with all pertinent documentation or evidence in support of his or her position.

The "professional discussion," the first step in the appeal process, must be based on one or more of the following:

• The school district's adherence to the standards and methodologies required pursuant to Education Law 3012-c.
• ...adherence to the Commissioner's Regulations, as applicable to such reviews.
• ...compliance with any locally-negotiated procedures applicable.
• ...issuance and/or implementation of the terms of the teacher's TIP (Teacher Improvement Plan) under Education Law 3012-c.

The teacher may not file multiple appeals regarding the same performance review or the implementation or terms of a TIP.

In the "professional discussion," and throughout the appeals process, the teacher has the burden of demonstrating a clear legal right to the relief requested (changing the APPR evaluation rating) and the burden of establishing the facts upon which he or she seeks relief.

Within three calendar (3) days of the "professional discussion" the teacher's immediate supervisor shall provide a written decision to the teacher (with a copy provided concurrently to the Superintendent) regarding the disputes raised at that meeting.

c.Step Two - Formal Appeal:
If the teacher is unsuccessful in obtaining a revised APPR evaluation as a result of the "professional discussion," he or she may take the second, and final step in the process, filing a Formal Appeal. That appeal must be made in writing and submitted to the District Clerk. The Formal Appeal hearing will take place before a three-person Formal Appeal committee.

The APPR Appeal committee will be made up of the WSUT President or his/her designee, the Superintendent of Schools or his/her designee, and a third person chosen from a list of persons jointly approved by the WSUT President and the Superintendent. This list will be created and updated annually. If, however, the WSUT President and the Superintendent cannot agree on any acceptable third member, that role will be taken by the BOCES District Superintendent.

The formal appeal must be filed by the teacher within fifteen (15) calendar days of receiving the APPR. The appeal articulates the particular basis for the appeal, raising only those issues set forth in Section 3012-c of Education Law. All documents and evidence pertinent to the appeal which were earlier submitted by the teacher to his or her immediate supervisor must accompany the appeal.

The entire hearing process, from the date of receiving the APPR until its conclusion (the written finding of the Formal Appeal Committee), is limited to only thirty (30) days, so the Formal Appeal hearing must be scheduled and conducted as quickly as possible. Just as the teacher was welcome to invite a representative to accompany him or her to the professional discussion with the supervisor, so too may the teacher choose to have another person help to represent his or her position at the Formal Appeal hearing. The decision of the three-member Formal Appeal committee must be rendered, in writing, within the thirty (30) calendar day time limit for the entire appeal process. Its finding is binding, not subject to grievance, arbitration, or further review.

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.

Our superintendent of schools, both of our school principals, and our asst superintendent for student services, have successfully completed a training course that meets the minimum requirments perscribed. They have participated in more than 50 hours of workshops, training, and APPR committee work during the past 18 months. Much of this has been coordinated by the Sullivan County BOCES and designed to address the Lead Evaluator Training Criteria, including training in all nine elements:
**NYS Teaching Standards and State-Approved Rubrics (Marshall)*
**Evidence-based observations*
**Application and use of student growth and value-added growth models*
** Application and use of the State approved rubric (Marshall)*
**Use of applicable teacher assessment tools*
**Use of applicable locally-selected measures (NWEA MAP assessments)*
**Use of Statewide Instructional Reporting System*

**Specific considerations in evaluating teachers and principals of English language learners and students with disabilities*
**All of our Lead Evaluators received extensive training in completing actual "evidence-based observations," including work on inter-rater reliability*
** Inter-rater reliability will be developed monthly during administrative council meetings using video, training materials and consultants during the school year*
** We expect that training in the Lead Evaluator Training Criteria will continue through the upcoming school year with BOCES being the primary provider of training*

It should also be noted that all of our district's Lead Evaluators have actively served on the APPR committee over the past 18 months. During this time we held 13 work sessions, none lasting less than 3 hours.

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

11. Additional Requirements - Principals

Created Wednesday, May 30, 2012
Updated Wednesday, October 31, 2012

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/5276/136597-Df0w3Xx5v6/Principal Improvement Plan Process.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:

Principals may appeal the Superintendent's end-of-year APPR only for overall Ineffective or Developing ratings according to the following process:

The formal appeal must be preceded by a "professional discussion" between the Principal and the Superintendent. This meeting must be held within five (5) calendar days of the Principal receiving his or her APPR. The Principal's objective in this "professional discussion" is to review those portions of the APPR evaluation which he or she disputes and to provide information or evidence in support of the appeal.

The Principal's appeal is limited to the following (as identified by Ed Law 3012-c):
**The substance of the APPR*
**The School District's adherence to the standards and methodologies required for such reviews*
**The School District's adherence to the Commissioner's regulations, as applicable to such reviews*
**Compliance with any locally-negotiated procedures applicable to the APPR or the Principal Improvement Plan (PIP)*
**The School District's issuance and/or implementation of the terms of the Principal's PIP*

If the Superintendent refuses to amend the APPR (leaving an Ineffective or Developing rating in place), the Principal may initiate a Formal Appeal by providing the District Clerk with a written appeal request no later than two weeks after receiving the APPR evaluation.

The formal appeal will be made before an Appeal Committee of three members: one member chosen by the Administrative Unit; one member chosen by the Superintendent; one member chosen from a list created annually by the Superintendent and President of the Administrators' Unit of respected retired educators who live in the District. If it's impossible to identify such a person who is acceptable to both the Superintendent and the Administrators' Unit President, the BOCES District Superintendent will serve as the third member.

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.

Lead Evaluators have received, or will receive training in the following areas:
1) NYS Teaching Standards and ISLLC practice rubrics;
2) Evidence-Based Observations grounded in research;
3) Application and use of the student growth percentile model and value-added growth model;
4) Application and use of state-approved (Kim Marshall) principal and teacher practice rubrics to evaluate teachers' and principals' practices
5) Application and use of assessment tools that the district uses to evaluate teachers and building principals:
6) Application and use of State-approved locally-selected measures of student acheivement (NWEA MAP assessments) used to evaluate teachers or principals;
7) Use of the Statewide Instructional Reporting System;
8) Scoring methodology used to determine scores for each APPR subcomponent and the composite effectiveness score for the four designated HEDI rating categories used for teacher and principal overall ratings;
9) Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.
10) All of our Lead Evaluators received extensive training in completing actual "evidence-based observations," including work on inter-rater reliability.
11) Inter-rater reliability will be developed monthly during administrative council meetings using video, training materials and consultants during the school year.
12) We expect that training in the Lead Evaluator Training Criteria will continue through the upcoming school year with BOCES being the primary provider of certification and re-certification training.
13) The Board of Education will certify the lead evaluator responsible for conducting such reviews. It is important to note that the training will take place prior to the completion of principal evaluations.

All Lead Evaluators have devoted over 75 hours to this training.

Most of this training has been (or will be) provided by the Sullivan County BOCES unit.

Principals new to the district will be required to complete comparable training prior to becoming Lead Evaluators.

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	Checked

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, May 17, 2012
Updated Thursday, November 01, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-6	(d) measures used by district for teacher evaluation	Measures of academic progress- 3-6 ELA and Math
	7-12	(d) measures used by district for teacher evaluation	7-8 Measures of academic progress- ELA and Math Regents scores

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.	Using the district adopted locally-selected measure for student growth principals will set their building targets in collaboration with the Superintendent. HEDI points will be assigned based on the percentage of students meeting or exceeding those targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80.00%-100% Results are well-aboved adopted expectations for the grade levels
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	71.00%-79.99% Results meet adopted expectations for the grade levels
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65.00%-70.99% Results are below expectations for the grade levels
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-64.99% Results are well-below expecations for the grade levels

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

assets/survey-uploads/5366/130719-8o9AH60arN/8.1 HEDI - Principal eval.doc

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

The District will apply the same process used in combining multiple measures. A weighted proportion of the effectiveness will be measured based on the percentage of students related to each level of achievment reached for each target used.

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, May 14, 2012
Updated Monday, October 22, 2012

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4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

(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]	31
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	29

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

0-31 points will be assigned based on a minimum of 6 unannounced mini-observations using the Marshall Teacher Evaluation Rubrics.
0-24 points will be assigned based on a broad-based assessment of the teacher's total professional effectiveness. This assessment will be guided by the NYS Teacher Standards and by the Marshall Rubrics and will include such things as instructional planning, contacts and relationships with students' parents, professional development and contributions, personal/professional attributes and behaviors (e.g. reliablity, judgment, integrity, team work and collaboration, cooperation, promptness, attendance, quality of student assessments and homework and long-term assignments, etc.) and the teacher's use of data to inform professional practice.
0-5 points will grow from an annual goal setting and self-assessment process. In September each teacher will receive and review the Marshall Teacher Evaluation Rubrics for the purpose of self-reflection and assessment. Using these rubrics, District Annual Goals,

Achievement results from the prior year, and the prior year's APPR, the teacher will formulate one or more personal/professional goals for the school year. By October 15 the teacher will meet with the principal to discuss his/her goal(s) for the school year. Then, between May 15 and the last day of the school year the teacher and principal will meet for the annual APPR discussion meeting. Part of that APPR discussion will be devoted to reviewing the teacher's written self-assessment/reflection based on his/her goal(s). The standard rounding up method will be used to the next whole number.

Marshall Rubrics will convert to this weighting: Rubric A - 20%; B - 20%; C - 20%; D - 20%; E - 10%; F - 10%)

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.	59-60 Teacher performance and results on other measures exceed NYS Teaching Standards
Effective: Overall performance and results meet NYS Teaching Standards.	57 - 58.8 Teacher performance and results meet NYS Teaching Standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50 - 56.3 Teacher performance and results need improvment in order to meet NYS Teaching Standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0 - 49 Teacher performance and results do not meet NYS Teaching Standards

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	0
4.6) Observations of Probationary Teachers | Informal/Short	6
4.6) Observations of Probationary Teachers | Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Not Applicable

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	0
4.7) Observations of Tenured Teachers | Informal/Short	6
4.7) Observations of Tenured Teachers | Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Not Applicable

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

- In Person

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58.9
Developing	50-56.9
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

9. Other Measures of Effectiveness (Principals)

Created Wednesday, August 08, 2012
Updated Wednesday, October 31, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) | Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) | Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) | Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) | School visits by other trained evaluators	(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.

(No response)

(No response)

(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.

Using the Marshal rubric for Principal evaluation, the superintendent will identify each of the the areas and criteria, circle or highlight this performance indicator and record all scores on the summary sheet with the overall coments.
Evaluation conferences will include a filled out rubrics prior to the meeting by both the administrator and the supervisor.
The supervisor has the final say, but the discussion should aim for concensus based on actual evidence of the most accurate score for each criterion. The Marshall rubric has 6 categories and 10 criterion. Standard rounding up method will be used to the next whole number.

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

assets/survey-uploads/5143/160683-pMADJ4gk6R/9.7 HEDI Conversion Chart -Principals evaluation forms_1.doc

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 Highly Effective level is reserved for truly outstanding leadership as described by very demanding criteria.
Effective: Overall performance and results meet standards.	The Effective level describes solid, expected professional performance: any adminstrator should be pleased with scores at this level.
Developing: Overall performance and results need improvement in order to meet standards.	On the Marshall rubric this level is labeled Improvemnt Necessary . This indicates that performance has real deficiencies and must improve.
Ineffective: Overall performance and results do not meet standards.	A performanc ethat does not meet the standardslevel is clearly unacceptable and will lead to dismissal if it is not improved immediately.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	10
By trained administrator	0
By trained independent evaluator	0
Enter Total	10

Tenured Principals

By supervisor	10
By trained administrator	0
By trained independent evaluator	0
Enter Total	10

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

Created Monday, May 14, 2012
Updated Tuesday, October 23, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of academic progress Primary Grades K ELA
1	State-approved 3rd party assessment	Measures of academic progress Primary Grades 1 ELA
2	State-approved 3rd party assessment	Measures of academic progress Primary Grades 2 ELA

	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	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80.00% - 100% Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71.00% - 79.99% Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65.00% - 70.99% Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 64.99% Results are well-below achievement levels on district goals.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of academic progress Primary Grades K Math
1	State-approved 3rd party assessment	Measures of academic progress Primary Grades 1 Math
2	State-approved 3rd party assessment	Measures of academic progress Primary Grades 2 Math

	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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80.00% - 100% Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71.00% - 79.99% Results meet achievement levels on district goals.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65.00% - 70.99% Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 64.99% Results are well-below achievement levels on district goals.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Sullivan West developed Performance Task for 6 Science
7	District, regional or BOCES-developed assessment	Sullivan West developed Performance Task for 7 Science

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80.00% - 100% Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71.00% - 79.99% Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65.00% - 70.99% Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 64.99% Results are well-below achievement levels on district goals.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Sullivan West developed Performance Task for 6 Social Studies

7	District, regional or BOCES-developed assessment	Sullivan West developed Performance Task for 7 Social Studies
8	District, regional or BOCES-developed assessment	Sullivan West developed Performance Task for 8 Social Studies

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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below achievement levels on district goals.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Sullivan West developed Performance Task for Global 1

	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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below achievement levels on district goals.

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet achievement levels on district goals.

Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below achievement levels on district goals.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above achievement levels on district goals.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below achievement levels on district goals.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Measures of academic progress 9 ELA
Grade 10 ELA	State approved 3rd party assessment	Measures of academic progress 10 ELA
Grade 11 ELA	Regents assessment	NYS Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet achievement levels on district goals.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below achievement levels on district goals.

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Kindergarten Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	1st Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	2nd Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	3rd Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	4th Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	5th Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	6th Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment

	7th Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	8th Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	9th Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	10th Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	11th Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	12th Grade Physical Education	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	High School Personal Fitness	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	Health 7	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	Senior High Health	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	Advanced Health	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	Kindergarten Art	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	1st Grade Art	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment
	2nd Grade Art	District, Regional or BOCES-developed	Sullivan West developed course and grade specific Performance Based Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. All teachers will review pre- assessment data and establish student target scores based on pre-assessment scores, historical data, and representative of the appropriate student growth. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80.00% - 100% Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	71.00% - 79.99% Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	65.00% - 70.99% Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 64.99% Results are well-below achievement levels on district goals.

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

assets/survey-uploads/5364/129180-avH4IQNZMh/Form3_12_AllOtherCourses 2.10_1.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/129180-TXEtxx9bQW/2.11 HEDI Table 20 percent State.doc

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.

n/a

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/162013-3Uqgn5g9Iu/District Certification Form2.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.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Dr Mary McHackett 8/29/13

Teachers Union President Signature: Date:

Michele S Brockner 8/29/13

Administrative Union President Signature: Date:

R. M. 8/29/13

Board of Education President Signature: Date: 8/29/13

Mary K. Schentzow