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

Commissioner of Education
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December 18, 2012

Dr. Neil L. Howard, Jr., Superintendent
Taconic Hills Central School District
73 County Route 11A
Craryville, NY 12521

Dear Superintendent Howard:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: James Baldwin

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

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

# Annual Professional Performance Reviews: 2012-13

Created Tuesday, November 27, 2012
Updated Thursday, December 13, 2012

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## 1

## Disclaimers

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

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

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

## 1. SCHOOL DISTRICT INFORMATION

## 1.1) School District's BEDS Number :

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

*100501040000*

## 1.2) School District Name:

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

*TACONIC HILLS CSD*

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

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

*Not applicable*

## 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Tuesday, November 27, 2012
Updated Friday, December 14, 2012

## Page 1

## STATE-PROVIDED MEASURES OF STUDENT GROWTH

## (25 points with an approved value-added measure)

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

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

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

## 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

## 2.2) Grades K-3 ELA

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

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

| | ELA | Assessment |
|---|---|---|
| 3 | State assessment | 3rd Grade State Assessment |

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

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|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in | Grade level teams and administrators will collaboratively set individual growth targets for student performance after |

| | |
|---|---|
| this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual growth targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Teachers receiving this designation will have 80% or more of all the students reaching their target. Or in the case of the Measures of Academic Progress, have a growth score greater than 0.9 |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. Or in the case of the Measures of Academic Progress, have a growth score greater than -.9 and less than or equal to .9 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. Or in the case of the Measures of Academic Progress, have a growth score greater than -2.1 and less than or equal to -.9 |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. Or in the case of the Measures of Academic Progress, have a growth score less than or equal to -2.1 |

## 2.3) Grades K-3 Math

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

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

| | Math | Assessment |
|---|---|---|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Grade level teams and administrators will collaboratively set individual growth targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual growth targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Teachers receiving this designation will have 80% or more of all the students reaching their target. Or in the case of the Measures of Academic Progress, have a growth score |

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|---|---|
| | greater than 0.9 |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. Or in the case of the Measures of Academic Progress, have a growth score greater than -.9 and less than or equal to .9 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. Or in the case of the Measures of Academic Progress, have a growth score greater than -2.1 and less than or equal to -.9 |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. Or in the case of the Measures of Academic Progress, have a growth score less than or equal to -2.1 |

## 2.4) Grades 6-8 Science

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

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

| | Science | Assessment |
|---|---|---|
| 8 | State assessment | 8th Grade State Science Assessment |

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

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|---|---|
| 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. | Grade level teams and administrators will collaboratively set individual growth targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual growth targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts.. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Teachers receiving this designation will have 80% or more of all the students reaching their target. Or in the case of the Measures of Academic Progress (Science), have a growth score greater than 0.9 |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. Or in the case of the Measures of Academic Progress (Science), have a growth score greater than -.9 and less than or equal to .9 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. Or in the case of the Measures of Academic Progress |

| | |
|---|---|
| | (Science), have a growth score greater than -2.1 and less than or equal to -.9 |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. Or in the case of the Measures of Academic Progress (Science), have a growth score less than or equal to -2.1 |

## 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 | THCSD Developed 6th Grade Social Studies Assessment |
| 7 | District, regional or BOCES-developed assessment | THCSD Developed 7th Grade Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | THCSD Developed 8th Grade Social Studies Assessment |

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

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| 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. | Grade level teams and administrators will collaboratively set individual growth targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual growth targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 2.6) High School Social Studies Regents Courses

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

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

| Assessment |
|---|

| | | |
|---|---|---|
| Global 1 | District, regional, or BOCES-developed assessment | THCSD Developed 9th Grade Social Studies Assessment |

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

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

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|---|---|
| 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. | Grade level teams and administrators will collaboratively set individual growth targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual growth targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 2.7) High School Science Regents Courses

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in | Grade level teams and administrators will collaboratively set individual growth targets for student performance after |

| | |
|---|---|
| this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual growth targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 2.8) High School Math Regents Courses

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Grade level teams and administrators will collaboratively set individual growth targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual growth targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 2.9) High School English Language Arts

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

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

| | High School English Courses | Assessment |
|---|---|---|
| Grade 9 ELA | State approved 3rd party assessment | THCSD Developed 9th Grade ELA Assessment |
| Grade 10 ELA | State approved 3rd party assessment | THCSD Developed 10th Grade ELA Assessment |
| Grade 11 ELA | Regents assessment | Comprehensive English Regents |

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

| | |
|---|---|
| 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. | Grade level teams and administrators will collaboratively set individual growth targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual growth targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 2.10) All Other Courses

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

| Course(s) or Subject(s) | Option | Assessment |
|---|---|---|
| K-12 Physical Education | District, Regional or BOCES-developed | THCSD Developed Grade level P/E Assessment K-12 |
| K-12 Art | District, Regional or BOCES-developed | THCSD Developed Grade level Art Assessment K-12 |
| K-12 Music | District, Regional or BOCES-developed | THCSD Developed Grade level Music Assessment K-12 |
| 7-12 Languages other than English | District, Regional or BOCES-developed | THCSD Developed Grade level Language other then English Assessment 7-12 |
| 7-12 Technology | District, Regional or BOCES-developed | THCSD Developed Grade level Technology Assessment 7-12 |

| | | | |
|---|---|---|---|
| | 7-12 Family and Consumer Science | District, Regional or BOCES-developed | THCSD Developed Grade level Family and Consumer Sciences Assessment 7-12 |
| | 7-12 Health | District, Regional or BOCES-developed | THCSD Developed Grade level Health Assessment 7-12 |
| | 9-12 Business | District, Regional or BOCES-developed | THCSD Developed Grade level Business Assessment 9-12 |
| | 9-12 Agriculture | District, Regional or BOCES-developed | THCSD Developed Grade level Agriculture Assessment 9-12 |
| | 9-12 Science Electives | District, Regional or BOCES-developed | THCSD Developed Grade level Science Elective Assessments 9-12 |
| | 9-12 Social Studies Electives | District, Regional or BOCES-developed | THCSD Developed Grade level Social Studies Elective Assessment 9-12 |
| | 9-12 English Electives | District, Regional or BOCES-developed | THCSD Developed Grade level English Elective Assessment 9-12 |
| | 9-12 Math Electives | District, Regional or BOCES-developed | THCSD Developed Grade level Math Elective Assessment 9-12 |
| | Special Education K-12 | State Assessment | ELA/Math State Assessments for grade level, NYSAA, or Regents Assessments K-12 |
| | K-8 AIS/RTI | District, Regional or BOCES-developed | THCSD Developed Grade level AIS/RTI Assessments K-8 |
| | Special Education K-12 (Without State Assessment) | District, Regional or BOCES-developed | THCSD Developed Grade level Special Education Assessment K-12 |

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. | Grade level teams and administrators will collaboratively set individual growth targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual growth targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/251021-TXEtxx9bQW/THCSD HEDI Conversion Charts.docx*

## 2.12) Locally Developed Controls

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

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

*None*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

| | |
|---|---|
| 2.14) Assurances \| Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. | Checked |
| 2.14) Assurances \| Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. | Checked |

# 3. Local Measures (Teachers)

Created Tuesday, November 27, 2012
Updated Friday, December 14, 2012

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## Page 1

### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

## 3.1) Grades 4-8 ELA

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

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | Growth targets for students will be pre-determined and the HEDI points will then be assigned based average MAP growth. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have a growth score greater than 0.9 |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have a growth score greater than -.9 and less than or equal to .9 |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have a growth score greater than -2.1 and less than or equal to -.9 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have a growth score less than or equal to -2.1 |

## 3.2) Grades 4-8 Math

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | Growth targets for students will be pre-determined and the HEDI points will then be assigned based average MAP growth. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have a growth score greater than 0.9 |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have a growth score greater than -.9 and less than or equal to .9 |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have a growth score greater than -2.1 and less than or equal to -.9 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have a growth score less than or equal to -2.1 |

## 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/251114-rhJdBgDruP/THCSD HEDI Conversion Charts.docx*

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

## 3.4) Grades K-3 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 7) Student Learning Objectives | THCSD Developed K ELA Assessment |
| 1 | 7) Student Learning Objectives | THCSD Developed 1st Grade ELA Assessment |
| 2 | 7) Student Learning Objectives | THCSD Developed 2nd Grade ELA Assessment |
| 3 | 7) Student Learning Objectives | THCSD Developed 3rd Grade ELA 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. | Grade level teams and administrators will collaboratively set individual achievement targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual achievement targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 3.5) Grades K-3 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 7) Student Learning Objectives | THCSD Developed K Math Assessment |
| 1 | 7) Student Learning Objectives | THCSD Developed 1st Grade Math Assessment |
| 2 | 7) Student Learning Objectives | THCSD Developed 2nd Grade Math Assessment |
| 3 | 7) Student Learning Objectives | THCSD Developed 3rd Grade Math 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. | Grade level teams and administrators will collaboratively set individual achievement targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual achievement targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |

| | |
|---|---|
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 3.6) Grades 6-8 Science

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 7) Student Learning Objectives | THCSD Developed 6th Grade Science Assessment |
| 7 | 7) Student Learning Objectives | THCSD Developed 7th Grade Science Assessment |
| 8 | 7) Student Learning Objectives | THCSD Developed 8th Grade 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. | Grade level teams and administrators will collaboratively set individual achievement targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual achievement targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 7) Student Learning Objectives | THCSD Developed 6th Grade Social Studies Assessment |
| 7 | 7) Student Learning Objectives | THCSD Developed 7th Grade Social Studies Assessment |
| 8 | 7) Student Learning Objectives | THCSD Developed 8th Grade 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. | Grade level teams and administrators will collaboratively set individual achievement targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual achievement targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Global 1 | 7) Student Learning Objectives | THCSD Developed Global 1 Assessment |
| Global 2 | 7) Student Learning Objectives | THCSD Developed Global 2 Assessment |
| American History | 7) Student Learning Objectives | THCSD 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. | Grade level teams and administrators will collaboratively set individual achievement targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual achievement targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 3.9) High School Science

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Living Environment | 7) Student Learning Objectives | THCSD Developed Living Environment Assessment |
| Earth Science | 7) Student Learning Objectives | THCSD Developed Earth Science Assessment |

| | | |
|---|---|---|
| Chemistry | 7) Student Learning Objectives | THCSD Developed Chemistry Assessment |
| Physics | 7) Student Learning Objectives | THCSD 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. | Grade level teams and administrators will collaboratively set individual achievement targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual achievement targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 3.10) High School Math

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Algebra 1 | 7) Student Learning Objectives | THCSD Developed Algebra 1 Assessment |
| Geometry | 7) Student Learning Objectives | THCSD Developed Geometry Assessment |
| Algebra 2 | 7) Student Learning Objectives | THCSD 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.*

| | |
|---|---|
| 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. | Grade level teams and administrators will collaboratively set individual achievement targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual achievement targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Grade 9 ELA | 7) Student Learning Objectives | THCSD Developed Grade 9 ELA Assessment |
| Grade 10 ELA | 7) Student Learning Objectives | THCSD Developed Grade 10 ELA Assessment |
| Grade 11 ELA | 7) Student Learning Objectives | THCSD 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.*

| | |
|---|---|
| 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. | Grade level teams and administrators will collaboratively set individual achievement targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual achievement targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

## 3.12) All Other Courses

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

| | Course(s) or Subject(s) | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|---|
| | K-12 Physical Education | 7) Student Learning Objectives | THCSD Developed Grade Level P/E Assessment K-12 |
| | K-12 Art | 7) Student Learning Objectives | THCSD Developed Grade Level Art Assessment K-12 |
| | K-12 Music | 7) Student Learning Objectives | THCSD Developed Grade Level Music Assessment K-12 |
| | 7-12 Languages other than English | 7) Student Learning Objectives | THCSD Developed Grade Level Language other than English Assessment 7-12 |
| | 7-12 Technology | 7) Student Learning Objectives | THCSD Developed Grade Level Technology Assessment 7-12 |
| | 7-12 Family and Consumer Science | 7) Student Learning Objectives | THCSD Developed Grade Level Family and Consumer Science Assessment 7-12 |
| | 7-12 Health | 7) Student Learning Objectives | THCSD Developed Grade Level Health Assessment 7-12 |
| | 9-12 Business | 7) Student Learning Objectives | THCSD Developed Grade Level Business Assessment 9-12 |
| | 9-12 Agriculture | 7) Student Learning Objectives | THCSD Developed Grade Level Agriculture Assessment 9-12 |
| | 9-12 Science Electives | 7) Student Learning Objectives | THCSD Developed Grade Level Science Elective Assessment 9-12 |

| | | | |
|---|---|---|---|
| | 9-12 Social Studies Electives | 7) Student Learning Objectives | THCSD Developed Grade Level Social Studies Elective Assessment 9-12 |
| | 9-12 English Electives | 7) Student Learning Objectives | THCSD Developed Grade Level English Elective Assessment 9-12 |
| | 9-12 Math Electives | 7) Student Learning Objectives | THCSD Developed Grade Level Math Elective Assessment 9-12 |
| | K-12 Special Education | 7) Student Learning Objectives | THCSD Developed Grade Level Special Education Assessment K-12 |
| | K-8 AIS/RTI | 7) Student Learning Objectives | THCSD Developed Grade Level AIS/RTI Assessment K-8 |

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. | Grade level teams and administrators will collaboratively set individual achievement targets for student performance after establishing a baseline with pre-assessments and historical data. HEDI points will be assigned based on the percentage of students who achieve their individual achievement targets. The chart for assigning points on the HEDI scale is uploaded - THCSD HEDI Conversion Charts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have 80% or more of all the students reaching their target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 60% and 79% of all the students reaching their target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 41% and 59% of all the students reaching their target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers receiving this designation will have between 0% and 40% of all the students reaching their target. |

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

*(No response)*

## 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/251114-y92vNseFa4/THCSD HEDI Conversion Charts.docx*

## 3.14) Locally Developed Controls

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

*None*

## 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 district evaluators will assess the results of each measure separately, arriving at a HEDI rating and point value using the appropriate chart. In the case of teachers that have multiple measures, each measure must be weighted proportionately based on the number of students included in locally selected measures. The HEDI scores will be averaged and the appropriate conversion chart will be used to award the final points.*

## 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, November 27, 2012
Updated Tuesday, December 18, 2012

## Page 1

### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric (2012 Edition)*

*(No response)*

### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

| | |
|---|---|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 31 |
| One or more observation(s) by trained independent evaluators | 0 |
| Observations by trained in-school peer teachers | 0 |
| Feedback from students using State-approved survey tool | 0 |
| Feedback from parents/caregivers using State-approved survey tool | 0 |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 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.

*Other measures of Effectiveness (60 pts) Non-Growth Measures - Will be determined by multiple classroom observations consistent with the NYS Teacher Standards. Classroom observations will be conducted using NYSUT rubric. The evidence will be recorded, linked to each NYS teaching standard, and shared with the teacher at regular intervals to ensure all areas are covered.*

*31 pts will be comprised of a combination of one (1) announced observation and one (1) unannounced observation during instructional time(s). The NYS Teacher Standards to be evaluated are three (3) and four (4). The 31 pts will be calculated based on the rating of these standards.*

*29 pts will be from teacher artifacts. The NYS Teacher Standards to be evaluated are one (1), two (2), five (5), six (6), and seven (7).*

*The 29 pts will be calculated based on the rating of these standards. Teacher artifacts supporting the NYS Teaching Standards will be discussed during pre and post-observation meeting(s) and any other mutually agreed upon time.*

*Once the evidence is accumulated for both the 29 point section and the 31 point section the observer, using the rubric, will rate each element with the descriptor that best matches the teachers performance, resulting in a score of 1 (Inefective), 2 (Developing), 3 (Effective) or 4 (Highly Effective). Ratings will be assigned to each of the elements within the standards. An average will be computed for all of the rated elements in both the 31 point section (Standards 3) and the 29 point section (Standards 1,2,5,6). The two averages will be weighted appropriately to compute an Average Rubric Score between 1.00 and 4.00. The Average Rubric Score will be converted to a point total utilizing the attached HEDI conversion chart.*

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

*assets/survey-uploads/5091/251183-eka9yMJ855/THCSD Teachers - Other 60 - HEDI - 2012-13 - 12-14-12.docx*

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | See uploaded document - THCSD Teachers - Other 60 - HEDI - 2012-13 |
| Effective: Overall performance and results meet NYS Teaching Standards. | See uploaded document - THCSD Teachers - Other 60 - HEDI - 2012-13 |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | See uploaded document - THCSD Teachers - Other 60 - HEDI - 2012-13 |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | See uploaded document - THCSD Teachers - Other 60 - HEDI - 2012-13 |

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

- In Person

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

- In Person

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

- In Person

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

- In Person

# 5. Composite Scoring (Teachers)

Created Tuesday, November 27, 2012
Updated Thursday, November 29, 2012

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## Page 1

**Standards for Rating Categories**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(Teacher and Leader standards)**

**Highly**

**Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

**Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

**Developing**

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

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

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

**Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, November 27, 2012
Updated Friday, December 14, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

*assets/survey-uploads/5265/251249-Df0w3Xx5v6/THCSD APPR Teacher Improvement Plan.docx*

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*The purpose of the appeal process is to aid in the improvement of the educational program at THCSD. The following appeal process is designed to further this goal. The burden of proof for the Substantive area (NYS Teacher standards) is on the evaluating administrator. The burden of proof for the Procedural area is on the teacher.*

*•Teachers rated as Developing or Ineffective in their overall composite rating on the annual professional performance review may*

*process an appeal.*

*•The appeal process will be available to teachers for either a Procedural error in the evaluation process or a discrepancy in the Substantive portion of the evaluation.*

*Process:*
*Level 1: The teacher must forward a completed Evaluation Appeals Form to her/his evaluating administrator within five (5) school days of receipt of the evaluation. The teacher and the evaluating administrator will have a meeting within five (5) school days from the receipt of the form to discuss the appeal. The teacher may request THFA representation. The meeting will be to discuss the evaluation procedure and/or substantive content indentified in the Evaluation Appeal. The administrator will respond in writing to the teacher within five (5) school days of the Level 1 appeals meeting. In the event a Level 1 appeal is not resolved to the teacher's satisfaction, the teacher must forward a Level 2 Evaluation Appeal Form to the Superintendent and THFA President within five (5) school days to move to Level 2.*

*Level 2: After receiving an Evaluation Appeal Form Level 2 from the teacher with the Level 1 findings, the Superintendent and THFA President will charge the Appeals Committee to hold a conference within five (5) school days from the receipt of the form. The Appeals Committee will be given five (5) school days to meet and render their decision by majority vote. The Appeals Committee will issue its findings to the Superintendent, THFA President, the teacher and the authoring administrator within five (5) school days of that conference. In the event the Appeals Committee cannot reach a decision or the appeal has not been resolved to the teacher's satisfaction at Level 2, the appeal will move to Level 3.*

*Level 3: After receiving an Evaluation Appeal Form from the teacher with the Level 2 findings, the Superintendent and THFA President will schedule a meeting with a previously agreed upon neutral third party to review the Level 1 2 Appeal and render a decision within ten (10) school days from the receipt of the form. This third party decision will be final and binding upon the parties.*

*If at any point a deadline is missed by the teacher the process will be considered procedurally invalid and cannot be grieved. If at any point a deadline is missed by the District the process will be moved to the next level.*

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

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

*TRAINING OF EVALUATORS*

*The Taconic Hills Central School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability.*

*The initial training process began in the 2011-2012 School Year and continues today. Two evaluators received their training at Network Team Institute (NTI) in Albany under the guidance of the State Education Department. The two evaluators went through a "Train the Trainers" program enabling them to be turn-key trainers. The turn-key trainers are now in the process of completing all of the training modules used during the NTI certification process, with the remaining Evaluators and Lead Evaluators.*
*This training will include the following Requirements for Lead Evaluators/Evaluators:*

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

*As part of the turn-key training, Lead Evaluators and Evaluators will become certified by going through a "calibration" and inter-rater reliability process. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.*

*The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols*

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

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, November 27, 2012
Updated Thursday, November 29, 2012

## Page 1

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

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

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

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

| |
|---|
| UPK-5 |
| 6-8 |
| 9-12 |
| (No response) |
| (No response) |
| (No response) |
| (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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.

*None*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, November 27, 2012
Updated Thursday, December 13, 2012

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## Page 1

## Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| | Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|---|
| | UPK-5 | (d) measures used by district for teacher evaluation | Measures of Academic Progress (ELA and Math) |
| | 6-8 | (d) measures used by district for teacher evaluation | Measures of Academic Progress (ELA and Math) |
| | 9-12 | (g) % achieving specific level on Regents or alternatives | NYS Regents Exams in Earth Science, Geometry and Global Studies Geography |

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. | An average of the students' Measures of Academic Progress Value Added scores on ELA and Math MAP assessment will be used for the PreK - 5 and 6 - 8 principal's measure, resulting in a growth score.<br><br>Principals measure, grades 9-12, will be determined by measuring the percentage of students who achieve mastery (85 or above) on three different Regents Exams. The students taking these tests will include students for the 2008, 2009, 2010, 2011, and 2012 Cohorts. HEDI categories will be assigned based on the percentage of students who acheive mastery on these exams. For each exam, a HEDI score will be assigned using the attached chart. The three HEDI scores will be averaged to obtain a final Local Measure Score. |

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

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

*(No response)*

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

*assets/survey-uploads/5366/251282-qBFVOWF7fC/THCSD HEDI Bands - Principal - Local Measures_1.docx*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

*None*

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

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

*N/A*

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, November 27, 2012
Updated Friday, December 14, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The following steps outline the process used to calculate the HEDI Principal-Other Measures of Effectiveness score utilizing the Multidimensional Principal Practice Rubric (MPPR).*

*1. Using the rubric, the superintendent will rate each item with the descriptor that best matches the principal's performance resulting in a score of 1 (Inefective), 2 (Developing), 3 Effective or 4 (Highly Effective).*

*2. Each rating score for each item on the MPPR will then be multiplied by a weighted factor recommended by the rubric developer.*

*3. The total weighted scores when summed will fall in the range of 25 - 100. The total weighted scores will be divided by 25 to give a final rating between 1.00 and 4.00. Based on the final rating, points will be assigned according to the ranges on the uploaded conversion chart (see conversions chart labeled "Principal – Other 60% - Conversion Chart"). This converted score will be the principal's score for the "other measures" portion of the APPR.*

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

*assets/survey-uploads/5143/251311-pMADJ4gk6R/Principals - Other 60 - HEDI - 2012-13 - THCSD_1.docx*

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed standards. | Each year, principals will be rated based on the six domains contained in the selected rubric covering the ISLLC Standards. The ratings for each domain are weighted and will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 3.25-4.0 would result in an overall rating of highly effective. |
| Effective: Overall performance and results meet standards. | Each year, principals will be rated based on the six domains contained in the selected rubric covering the ISLLC Standards. The ratings for each domain are weighted and will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 2.5-3.24 would result in an overall |

| | |
|---|---|
| | rating of highly effective. |
| Developing: Overall performance and results need improvement in order to meet standards. | Each year, principals will be rated based on the six domains contained in the selected rubric covering the ISLLC Standards. The ratings for each domain are weighted and will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 1.75-2.49 would result in an overall rating of highly effective. |
| Ineffective: Overall performance and results do not meet standards. | Each year, principals will be rated based on the six domains contained in the selected rubric covering the ISLLC Standards. The ratings for each domain are weighted and will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 1.0-1.74 would result in an overall rating of highly effective. |

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

**Probationary Principals**

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

**Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, November 27, 2012
Updated Thursday, November 29, 2012

## Page 1

**Standards for Rating Categories**

**Growth or Comparable Measures**

**Locally-selected  Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(Teacher and Leader standards)**

**Highly**

**Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

**Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

**Developing**

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

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

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

**Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, November 27, 2012
Updated Thursday, December 13, 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/5276/251333-Df0w3Xx5v6/PIP Template 2012-2013 THCSD.docx*

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Taconic Hills Central School District*
*Principal APPR Appeal Process*

*CHALLENGES IN AN APPEAL:*

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

*(1)The substance of the annual professional performance review;*

*(2) The school district's adherence to the standards and methodologies required for such reviews;*

*(3) The adherence to the Commissioner's regulations, as applicable to such reviews;*

*(4) Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans; and*

*(5) The school district's issuance and/or implementation of the terms of the principal improvement plan.*

*RATINGS THAT MAY BE APPEALED:*

*Appeals of annual professional performance reviews may be brought for ineffective or developing ratings. An appeal may only be initiated once a principal receives his/her final and complete annual professional performance review, including the overall composite score and rating.*

*PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.*

*BURDEN OF PROOF*

*The burden shall be on the appellant principal to establish by the preponderance of the evidence that the rating given to him/her was not justified or that an improvement plan was inappropriately issued and/or implemented.*

*TIME FRAME FOR FILING APPEAL*

*All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.*

*An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives his/her final and complete annual professional performance review including the overall composite score and rating. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.*

*The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent of Schools. Any extensions granted will be timely and expeditious in accordance with Education Law 3012-c*

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

*TIME FRAME FOR DISTRICT RESPONSE*

*Within fifteen (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.*

*DECISION PROCESS FOR APPEAL*

*Within ten (10) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and the Taconic Hills Administrators Association.*

*The parties agree that:*

*a.The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*

*b.The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*

*c.The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*

*d.The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;*

*e.The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;*

*f.The principal shall have the opportunity to present his/her case supporting the improper rating or improvement plan and then the district may attempt to refute the presentation. Such presentations may include the use of material and documents, the testimony of witnesses and/or affidavits in lieu of testimony.*

*DECISION*
*A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be deemed to be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.*

*EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE*

*This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.*

*OTHER*

*1.The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.*

*2.Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.*

*3.The cost of the hearing officer shall be the sole responsibility of the district.*

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

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

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

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

*The Superintendent will ensure that all evaluators have been trained and that all lead evaluators (the Superintendent of Schools) have been trained and certified in accordance with regulation. The District will utilize the Network Team Institute evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:*

*(1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators 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;*
*(4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;*
*(7) Use of the Statewide Instructional Reporting System;*
*(8) The scoring methodology 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; and*
*(9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

*The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The state Network Team Institute and the BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. The Superintendent has participated in and will continue to participate in inter-rater reliability training. The network team has estabilished an ongoing professional development group with all of the Superintendents in the region and this will help ensure inter-rater reliability across districts*

## 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, | Checked |

| | |
|---|---|
| and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner. | |
| 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, November 27, 2012
Updated Tuesday, December 18, 2012

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## Page 1

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

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

*assets/survey-uploads/5581/251914-3Uqgn5g9Iu/APPR Certification - THCSD - 12-18-12.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.

# THCSD HEDI Tables

### *SLO HEDI scoring bands on growth through targets (State Growth & Local)*

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 20 | 91 - 100% | 17 | 78 - 79% | 8 | 58 - 59% | 2 | 22 - 40% |
| 19 | 86 - 90% | 16 | 76 - 77% | 7 | 55 - 57% | 1 | 15 - 21% |
| 18 | 80 - 85% | 15 | 74 - 75% | 6 | 52 - 54% | 0 | 0 - 14% |
| | | 14 | 72 - 73% | 5 | 49 - 51% | | |
| | | 13 | 70 - 71% | 4 | 46 - 48% | | |
| | | 12 | 68 - 69% | 3 | 41 - 45% | | |
| | | 11 | 66 - 67% | | | | |
| | | 10 | 63 - 65% | | | | |
| | | 9 | 60 -62% | | | | |

*When calculating the % of students who achieved their goal, round to the nearest whole number. (> or = to .5 round up/ < than .5 round down.)

### *HEDI scoring bands on growth through MAP (20 pts)(State Growth & Local)*

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 20 | GS > 1.3 | 17 | 0.5 < GS ≤ 0.9 | 8 | -1.1 < GS ≤ -0.9 | 2 | -2.3 < GS ≤ -2.1 |
| 19 | 1.1 < GS ≤ 1.3 | 16 | 0.1 < GS ≤ 0.5 | 7 | -1.3 < GS ≤ -1.1 | 1 | -2.5 < GS ≤ -2.3 |
| 18 | 0.9 < GS ≤ 1.1 | 15 | -0.1 < GS ≤ 0.1 | 6 | -1.5 < GS ≤ -1.3 | 0 | GS ≤ -2.5 |
| | | 14 | -0.3 < GS ≤ -0.1 | 5 | -1.7 < GS ≤ -1.5 | | |
| | | 13 | -0.5 < GS ≤ -0.3 | 4 | -1.9 < GS ≤ -1.7 | | |
| | | 12 | -0.6 < GS ≤ -0.5 | 3 | -2.1 < GS ≤ -1.9 | | |
| | | 11 | -.07 < GS ≤ -0.6 | | | | |
| | | 10 | -0.8 < GS ≤ -0.7 | | | | |
| | | 9 | -0.9 < GS ≤ -0.8 | | | | |

*When calculating Average Rubric Score, round to the nearest tenth. (> or = to .05 round up/ < than .05 round down.)

***HEDI scoring bands on growth through MAP (15 pts)(Local)***

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 15 | GS > 1.3 | 13 | 0.5 < GS ≤ 0.9 | 7 | -1.3 < GS ≤ -0.9 | 2 | -2.3 < GS ≤ -2.1 |
| 14 | 0.9 < GS ≤ 1.3 | 12 | 0.1 < GS ≤ 0.5 | 6 | -1.5 < GS ≤ -1.3 | 1 | -2.5 < GS ≤ -2.3 |
| | | 11 | -0.3 < GS ≤ 0.1 | 5 | -1.7 < GS ≤ -1.5 | 0 | GS ≤ -2.5 |
| | | 10 | -0.6 < GS ≤ -0.3 | 4 | -1.9 < GS ≤ -1.7 | | |
| | | 9 | -0.8 < GS ≤ -0.6 | 3 | -2.1 < GS ≤ -1.9 | | |
| | | 8 | -0.9 < GS ≤ -0.8 | | | | |

*When calculating the Average Rubric Score, round to the nearest tenth. (> or = to .05 round up/ < than .05 round down.)

# THCSD HEDI Tables

### *SLO HEDI scoring bands on growth through targets (State Growth & Local)*

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 20 | 91 - 100% | 17 | 78 - 79% | 8 | 58 - 59% | 2 | 22 - 40% |
| 19 | 86 - 90% | 16 | 76 - 77% | 7 | 55 - 57% | 1 | 15 - 21% |
| 18 | 80 - 85% | 15 | 74 - 75% | 6 | 52 - 54% | 0 | 0 - 14% |
| | | 14 | 72 - 73% | 5 | 49 - 51% | | |
| | | 13 | 70 - 71% | 4 | 46 - 48% | | |
| | | 12 | 68 - 69% | 3 | 41 - 45% | | |
| | | 11 | 66 - 67% | | | | |
| | | 10 | 63 - 65% | | | | |
| | | 9 | 60 -62% | | | | |

*When calculating the % of students who achieved their goal, round to the nearest whole number. (> or = to .5 round up/ < than .5 round down.)

### *HEDI scoring bands on growth through MAP (20 pts)(State Growth & Local)*

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 20 | GS > 1.3 | 17 | 0.5 < GS ≤ 0.9 | 8 | -1.1 < GS ≤ -0.9 | 2 | -2.3 < GS ≤ -2.1 |
| 19 | 1.1 < GS ≤ 1.3 | 16 | 0.1 < GS ≤ 0.5 | 7 | -1.3 < GS ≤ -1.1 | 1 | -2.5 < GS ≤ -2.3 |
| 18 | 0.9 < GS ≤ 1.1 | 15 | -0.1 < GS ≤ 0.1 | 6 | -1.5 < GS ≤ -1.3 | 0 | GS ≤ -2.5 |
| | | 14 | -0.3 < GS ≤ -0.1 | 5 | -1.7 < GS ≤ -1.5 | | |
| | | 13 | -0.5 < GS ≤ -0.3 | 4 | -1.9 < GS ≤ -1.7 | | |
| | | 12 | -0.6 < GS ≤ -0.5 | 3 | -2.1 < GS ≤ -1.9 | | |
| | | 11 | -.07 < GS ≤ -0.6 | | | | |
| | | 10 | -0.8 < GS ≤ -0.7 | | | | |
| | | 9 | -0.9 < GS ≤ -0.8 | | | | |

*When calculating Average Rubric Score, round to the nearest tenth. (> or = to .05 round up/ < than .05 round down.)

***HEDI scoring bands on growth through MAP (15 pts)(Local)***

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 15 | GS > 1.3 | 13 | 0.5 < GS ≤ 0.9 | 7 | -1.3 < GS ≤ -0.9 | 2 | -2.3 < GS ≤ -2.1 |
| 14 | 0.9 < GS ≤ 1.3 | 12 | 0.1 < GS ≤ 0.5 | 6 | -1.5 < GS ≤ -1.3 | 1 | -2.5 < GS ≤ -2.3 |
| | | 11 | -0.3 < GS ≤ 0.1 | 5 | -1.7 < GS ≤ -1.5 | 0 | GS ≤ -2.5 |
| | | 10 | -0.6 < GS ≤ -0.3 | 4 | -1.9 < GS ≤ -1.7 | | |
| | | 9 | -0.8 < GS ≤ -0.6 | 3 | -2.1 < GS ≤ -1.9 | | |
| | | 8 | -0.9 < GS ≤ -0.8 | | | | |

*When calculating the Average Rubric Score, round to the nearest tenth. (> or = to .05 round up/ < than .05 round down.)

# THCSD HEDI Tables

### *SLO HEDI scoring bands on growth through targets (State Growth & Local)*

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 20 | 91 - 100% | 17 | 78 - 79% | 8 | 58 - 59% | 2 | 22 - 40% |
| 19 | 86 - 90% | 16 | 76 - 77% | 7 | 55 - 57% | 1 | 15 - 21% |
| 18 | 80 - 85% | 15 | 74 - 75% | 6 | 52 - 54% | 0 | 0 - 14% |
| | | 14 | 72 - 73% | 5 | 49 - 51% | | |
| | | 13 | 70 - 71% | 4 | 46 - 48% | | |
| | | 12 | 68 - 69% | 3 | 41 - 45% | | |
| | | 11 | 66 - 67% | | | | |
| | | 10 | 63 - 65% | | | | |
| | | 9 | 60 -62% | | | | |

*When calculating the % of students who achieved their goal, round to the nearest whole number. (> or = to .5 round up/ < than .5 round down.)

### *HEDI scoring bands on growth through MAP (20 pts)(State Growth & Local)*

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 20 | GS > 1.3 | 17 | 0.5 < GS ≤ 0.9 | 8 | -1.1 < GS ≤ -0.9 | 2 | -2.3 < GS ≤ -2.1 |
| 19 | 1.1 < GS ≤ 1.3 | 16 | 0.1 < GS ≤ 0.5 | 7 | -1.3 < GS ≤ -1.1 | 1 | -2.5 < GS ≤ -2.3 |
| 18 | 0.9 < GS ≤ 1.1 | 15 | -0.1 < GS ≤ 0.1 | 6 | -1.5 < GS ≤ -1.3 | 0 | GS ≤ -2.5 |
| | | 14 | -0.3 < GS ≤ -0.1 | 5 | -1.7 < GS ≤ -1.5 | | |
| | | 13 | -0.5 < GS ≤ -0.3 | 4 | -1.9 < GS ≤ -1.7 | | |
| | | 12 | -0.6 < GS ≤ -0.5 | 3 | -2.1 < GS ≤ -1.9 | | |
| | | 11 | -.07 < GS ≤ -0.6 | | | | |
| | | 10 | -0.8 < GS ≤ -0.7 | | | | |
| | | 9 | -0.9 < GS ≤ -0.8 | | | | |

*When calculating Average Rubric Score, round to the nearest tenth. (> or = to .05 round up/ < than .05 round down.)

***HEDI scoring bands on growth through MAP (15 pts)(Local)***

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 15 | GS > 1.3 | 13 | 0.5 < GS ≤ 0.9 | 7 | -1.3 < GS ≤ -0.9 | 2 | -2.3 < GS ≤ -2.1 |
| 14 | 0.9 < GS ≤ 1.3 | 12 | 0.1 < GS ≤ 0.5 | 6 | -1.5 < GS ≤ -1.3 | 1 | -2.5 < GS ≤ -2.3 |
| | | 11 | -0.3 < GS ≤ 0.1 | 5 | -1.7 < GS ≤ -1.5 | 0 | GS ≤ -2.5 |
| | | 10 | -0.6 < GS ≤ -0.3 | 4 | -1.9 < GS ≤ -1.7 | | |
| | | 9 | -0.8 < GS ≤ -0.6 | 3 | -2.1 < GS ≤ -1.9 | | |
| | | 8 | -0.9 < GS ≤ -0.8 | | | | |

*When calculating the Average Rubric Score, round to the nearest tenth. (> or = to .05 round up/ < than .05 round down.)

## THCSD – Other Measures of Teacher Effectiveness (60 pts)

| Highly Effective | | Effective | | Developing | | Ineffective | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | | Point | Average Rubric Score |
| 60 | 4.00 – 3.79 | 58 | 3.49 – 2.95 | 56 | 2.49 –1.95 | 54 | 1.49 | | 24 | 1.22 |
| | | | | | | 53 | 1.48 | | 23 | 1.21 |
| | | | | | | 52 | 1.47 | | 22 | 1.20 |
| | | | | | | 51 | 1.46 | | 21 | 1.19 |
| | | | | | | 50 | 1.45 | | 20 | 1.18 |
| | | | | | | 49 | 1.445 | | 19 | 1.17 |
| | | | | | | 48 | 1.44 | | 18 | 1.16 |
| | | | | | | 47 | 1.43 | | 17 | 1.155 |
| 59 | 3.78 – 3.50 | 57 | 2.94 –2.50 | 55 | 1.94 – 1.50 | 46 | 1.42 | | 16 | 1.15 |
| | | | | | | 45 | 1.41 | | 15 | 1.14 |
| | | | | | | 44 | 1.40 | | 14 | 1.13 |
| | | | | | | 43 | 1.39 | | 13 | 1.12 |
| | | | | | | 42 | 1.38 | | 12 | 1.11 |
| | | | | | | 41 | 1.37 | | 11 | 1.10 |
| | | | | | | 40 | 1.36 | | 10 | 1.09 |
| | | | | | | 39 | 1.35 | | 9 | 1.08 |
| | | | | | | 38 | 1.345 | | 8 | 1.07 |
| | | | | | | 37 | 1.34 | | 7 | 1.06 |
| | | | | | | 36 | 1.33 | | 6 | 1.055 |
| | | | | | | 35 | 1.32 | | 5 | 1.05 |
| | | | | | | 34 | 1.31 | | 4 | 1.04 |
| | | | | | | 33 | 1.30 | | 3 | 1.03 |
| | | | | | | 32 | 1.29 | | 2 | 1.02 |
| | | | | | | 31 | 1.28 | | 1 | 1.01 |
| | | | | | | 30 | 1.27 | | 0 | 1.00 |
| | | | | | | 29 | 1.26 | | | |
| | | | | | | 28 | 1.255 | | | |
| | | | | | | 27 | 1.25 | | | |
| | | | | | | 26 | 1.24 | | | |
| | | | | | | 25 | 1.23 | | | |

**THCSD**
**Other Measures of Teacher Effectiveness (60 pts)**

**<u>Sample Calculation of Average Rubric Score</u>**

Average Rating (*Standard 3,4*) 2.60
Average Rating (*Standard 1,2,5,6&7*) 3.00

Average Rubric Score =
2.60 x (31/60) + 3.00 x (29/60) = 1.34 + 1.45 = **2.79**

*When calculating Average Rubric Score, round to the nearest hundredth.
(> or = to .005 round up/ < than .005 round down.)

# TEACHER IMPROVEMENT PLAN (TIP)

For those classroom teachers with a composite score of Developing or Ineffective, the THCSD and the teacher will jointly develop and implement a Teacher Improvement Plan (TIP), as required under §30-2.10. The THCSD will formulate and implement a TIP for the teacher as soon as practical, but in no case later than ten (10) school days after the opening of classes in the school year following the school year for which such teacher's performance is being measured.

The Parties understand and agree that the sole and exclusive purpose of the TIP is the improvement of teaching practice. The issuance of a TIP is not a disciplinary action. The TIP will be developed in consultation with the teacher. Union representation will be afforded at the teacher's request. The THFA president will be informed prior to the teacher being placed on a TIP. The THFA president can be provided with a copy of the TIP, with the consent of the teacher.

The TIP will be developed, implemented, and monitored in collaboration with the same appropriately calibrated building administrator during the school year the TIP will be in effect.

A TIP will clearly specify:

- Standards chosen for further development (the area(s) in need of improvement)
- Performance goals (Action(s) to be taken, expectations, and benchmarks)
- Administrator's Responsibilities (the appropriate differentiated professional development opportunities, materials, resources, and supports that the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher per Collective Bargaining Agreement)
- Material(s) & Resource(s) needed
- Teacher's Responsibilities
- Timeline for Progress (timelines that must be met to achieve an effective rating)
- Indicators of Success (how improvement will be measured and monitored; provide for periodic reviews of progress)
- Improvement(s) Made & Documented

The teacher, administrator, and an Association representative (if requested by the teacher) will meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP will be modified accordingly.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, or inappropriate may submit an appeal to the Superintendent. If the THCSD has failed to meet its obligation to properly implement the terms of the TIP, the TIP will be deemed invalid.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel will be borne by the THCSD in their entirety.

# TEACHERS' IMPROVEMENT PLAN

Teacher _____

Composite Score

| | | |
|---|---|---|
| | | |

Subject/Grade Level _____

Score Breakdown

Administrator _____

Date(s) Preconference _____ Observation(s) _____ Post conference _____

Meeting Date(s) _____ Other _____

| Standards Chosen for Further Development | Action(s) to be Taken | Administrator's Responsibilities | Materials & Resource Needed | Teacher's Responsibilities | Timeline for Progress | Indicators of Success | Improvements Made and Documented |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Teacher's Signature Waiving Representation: _____ Date: _____

# HEDI Scoring Bands for Principals

### *HEDI scoring bands for Local Measure – Principal UPK – 5 & 6 – 8 (15 pts)*

| Highly Effective | | Effective | | Developing | | Ineffective | |
|---|---|---|---|---|---|---|---|
| Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score | Point | Average Rubric Score |
| 15 | GS > 1.3 | 13 | 0.5 < GS ≤ 0.9 | 7 | -1.3 < GS ≤ -0.9 | 2 | -2.3 < GS ≤ -2.1 |
| 14 | 09 < GS ≤ 1.3 | 12 | 0.1 < GS ≤ 0.5 | 6 | -1.5 < GS ≤ -1.3 | 1 | -2.5 < GS ≤ -2.3 |
| | | 11 | -0.3 < GS ≤ 0.1 | 5 | -1.7 < GS ≤ -1.5 | 0 | GS ≤ -2.5 |
| | | 10 | -0.6 < GS ≤ -0.3 | 4 | -1.9 < GS ≤ -1.7 | | |
| | | 9 | -0.8 < GS ≤ -0.6 | 3 | -2.1 < GS ≤ -1.9 | | |
| | | 8 | -0.9 < GS ≤ -0.8 | | | | |

*When calculating the Average Rubric Score, round to the nearest tenth. (> or = to .05 round up/ < than .05 round down.)

### *HEDI scoring bands for Local Measure – Principal 9-12 (15 pts)*

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | DEVELOPING | | | | INEFFECTIVE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | 14 | **13** | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 30+ | 29 | 28 | 27 | 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 0-15 |

*When calculating the % of students who achieved mastery round to the nearest whole number. (> or = to .5 round up/ < than .5 round down.)

**9.7 "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)**

# Taconic Hills Central School District

## Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the superintendent will rate each item with the descriptor that best matches the principal's performance. The rating will be multiplied by the conversion factor to compute a weighted score for each item. The weighted scores will be summed up to give an overall rubric score out of 100. The overall Rubric score will be divided by 25 to give a final rating between 1.00 and 4.00. Based on the final rating, points will be assigned according to the ranges below.

Name of Principal _____

School Year _____

| Domain | Item | Rating | Conversion Factor | Weight/Item | Weighted Score |
|---|---|---|---|---|---|
| 1 | 1 | | 0.6875 | 2.75 | |
| | 2 | | 0.6875 | 2.75 | |
| | 3 | | 0.6875 | 2.75 | |
| | 4 | | 0.6875 | 2.75 | |
| | | | | | |
| 2 | 1 | | 0.6750 | 2.70 | |
| | 2 | | 0.6750 | 2.70 | |
| | 3 | | 0.6750 | 2.70 | |
| | 4 | | 0.6750 | 2.70 | |
| | 5 | | 0.6750 | 2.70 | |
| | 6 | | 0.6750 | 2.70 | |
| | 7 | | 0.6750 | 2.70 | |
| | 8 | | 0.6750 | 2.70 | |
| | 9 | | 0.6750 | 2.70 | |
| | 10 | | 0.6750 | 2.70 | |
| | | | | | |
| 3 | 1 | | 0.7000 | 2.80 | |
| | 2 | | 0.7000 | 2.80 | |
| | 3 | | 0.7000 | 2.80 | |
| | 4 | | 0.7000 | 2.80 | |
| | 5 | | 0.7000 | 2.80 | |
| | | | | | |
| 4 | 1 | | 0.6667 | 2.67 | |
| | 2 | | 0.6667 | 2.67 | |
| | 3 | | 0.6667 | 2.67 | |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| 5 | 1 | | 0.6667 | 2.67 | |
| | 2 | | 0.6667 | 2.67 | |
| | 3 | | 0.6667 | 2.67 | |
| | 4 | | 0.6667 | 2.67 | |
| | 5 | | 0.6667 | 2.67 | |
| | 6 | | 0.6667 | 2.67 | |
| | | | | | |
| 6 | 1 | | 0.6667 | 2.67 | |
| | 2 | | 0.6667 | 2.67 | |
| | 3 | | 0.6667 | 2.67 | |
| | | | | | |
| Goal 1 | 1 | | 0.2500 | 1.00 | |
| | 2 | | 0.2500 | 1.00 | |
| | 3 | | 0.2500 | 1.00 | |
| | 4 | | 0.2500 | 1.00 | |
| | | | | | |
| Goal 2 | 1 | | 0.2500 | 1.00 | |
| | 2 | | 0.2500 | 1.00 | |
| | 3 | | 0.2500 | 1.00 | |
| | 4 | | 0.2500 | 1.00 | |
| | | | | | |
| Goal 3 | 1 | | 0.3333 | 1.33 | |
| | 2 | | 0.3333 | 1.33 | |
| | 3 | | 0.3333 | 1.33 | |
| | | | | | |
| Goal 4 | 1 | | 0.3333 | 1.33 | |
| | 2 | | 0.3333 | 1.33 | |
| | 3 | | 0.3333 | 1.33 | |
| | 45 Items | | | 100.00 /25 | |
| | | | **Final Rating** | | |

| Final Rating from MPPR Rubric | Points for composite evaluation | Level |
|---|---|---|
| 1 | 0 | Ineffective |
| 1.01 | 1 | |
| 1.02 | 2 | |
| 1.03 | 3 | |
| 1.04 | 4 | |
| 1.05 | 5 | |
| 1.06 | 6 | |
| 1.07 | 7 | |
| 1.08 | 8 | |
| 1.09 | 9 | |
| 1.1 | 10 | |
| 1.11 | 11 | |
| 1.12 | 12 | |
| 1.13 | 13 | |
| 1.14 | 14 | |
| 1.15 | 15 | |
| 1.16 | 16 | |
| 1.17 | 17 | |
| 1.18 | 18 | |
| 1.19 | 19 | |
| 1.2 | 20 | |
| 1.21 | 21 | |
| 1.22 | 22 | |
| 1.23 | 23 | |
| 1.24 | 24 | |
| 1.25 | 25 | |
| 1.26 | 26 | |
| 1.27 | 27 | |
| 1.28 | 28 | |
| 1.29 | 29 | |
| 1.3 | 30 | |

| Final Rating from MPPR Rubric | Points for composite evaluation | Level |
|---|---|---|
| 1.31 | 31 | Ineffective |
| 1.32 | 32 | |
| 1.33 | 33 | |
| 1.34 | 34 | |
| 1.35 - 1.36 | 35 | |
| 1.37 - 1.38 | 36 | |
| 1.39 - 1.40 | 37 | |
| 1.41 - 1.42 | 38 | |
| 1.43 - 1.44 | 39 | |
| 1.45 - 1.46 | 40 | |
| 1.47 - 1.48 | 41 | |
| 1.49 - 1.50 | 42 | |
| 1.51 - 1.52 | 43 | |
| 1.53 - 1.54 | 44 | |
| 1.55 - 1.56 | 45 | |
| 1.57 - 1.58 | 46 | |
| 1.59 - 1.60 | 47 | |
| 1.61 - 1.62 | 48 | |
| 1.63 - 1.64 | 49 | |
| 1.65 - 1.66 | 50 | |
| 1.67 - 1.68 | 51 | |
| 1.69 - 1.70 | 52 | |
| 1.71 - 1.72 | 53 | |
| 1.73 - 1.74 | 54 | |
| 1.75 - 2.12 | 55 | Developing |
| 2.13 - 2.49 | 56 | |
| 2.50 - 2.87 | 57 | Effective |
| 2.88 - 3.24 | 58 | |
| 3.25 - 3.62 | 59 | Highly Effective |
| 3.63 - 4.00 | 60 | |

**Points Awarded 0-60: _____**

# Taconic Hills Central School District

## Principal Improvement Plan (PIP)

Name of Principal: _____

School Building: _____

Academic Year: _____

Development Date: _____

Rational for Principal Improvement Plan:

Goals of Principal Improvement Plan:

Supports and Resources to be Provided:

Completion Timeline: A meeting with the Superintendent will occur on _____. The purpose of this meeting will be to evaluate progress made on this Principal Improvement Plan (PIP).

Signatures:

_____ _____

Principal Date

_____ _____

Superintendent Date

# Taconic Hills Central School District

## Principal Improvement Plan (PIP)

### Progress Report

Date: _____

Evidence of Goal Achievement:

Outcome:

_____ PIP No Longer Necessary

_____ PIP Continued as Currently Written With a Review Date on _____

_____ PIP Continued With Modifications (Revised Plan Attached)

Signatures:

_____ _____

Principal Date

_____ _____

Superintendent Date

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date:

12/17/12

Teachers Union President Signature: Date: 12/17/12

Administrative Union President Signature: Date:

12/17/12

Board of Education President Signature: Date:

12-17-12