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

Commissioner of Education
President of the University of the State of New York
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March 1, 2014

Revised

Mr. Frank House, Superintendent
Thousand Islands Central School District
8481 County Route 9
Clayton, NY 13624

Dear Superintendent House:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Jack D. Boak

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Tuesday, February 25, 2014

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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 220701040000

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

220701040000

1.2) School District Name: THOUSAND ISLANDS CSD

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

THOUSAND ISLANDS CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Saturday, March 01, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES developed Grade 2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from the Jefferson-Lewis BOCES regionally developed pre-assessments, targets for the final assessment will be established for each individual student by classroom teachers. These targets will be reviewd and approved by principal based on the number of students who meet the established targets, teachers will be assigned 0-20 points within the HEDI rating band.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the highly effective range band established by the District APPR team.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the effective range band established by the District

	APPR team.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the devloping range band established by the District APPR team.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the ineffective range band established by the District APPR team.

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	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES developed Grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Jefferson-Lewis BOCES developed Grade 2 Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from the Jefferson-Lewis BOCES regionally developed pre-assessments, targets for the final assessment will be established for each individual student by classroom teachers. These targets will be reviewd and approved by principal based on the number of students who meet the established targets, teachers will be assigned 0-20 points within the HEDI rating band.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the highly effective range band established by the District APPR team.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the effective range band established by the District APPR team.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the devloping range band established by the District APPR team.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the ineffective range band established by the District APPR team.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Thousand Islands CSD developed Grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Thousand Islands CSD developed Grade 7 Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades 6 and 7 a pre-test will be administered at the beginning of the class (on or before BEDS day) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. Teachers will use a final assessment with a 100 point scale and will use the following minimum growth target formula: Required Growth = (100 minus Pre-assessment score) divided by 2 Each student counts as either a “yes” or a “no” as to whether he/she met the goal set in the growth target. To calculate the percentage of students who met the SLO target: the number of students who met the target (the “yes” students) is divided by the total number of students included in the SLO. The following formula will be used: Final percentage of students who met SLO = (# of students who met specified growth divided by the total # of students in SLO) x 100. For Grade 8 - Using data results from the Jefferson-Lewis BOCES regionally developed pre-assessments, targets for the final assessment will be established for each individual student by classroom teachers. These targets will be reviewd and approved by principal based on the number of students who meet the established targets, teachers will be assigned 0-20 points within the HEDI rating band.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the highly effective range band established by the District APPR team.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the effective range band established by the District APPR team.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the developing range band established by the District APPR team.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that falls within the ineffective range band established by the District APPR team.

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	Thousand Islands CSD developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Thousand Islands CSD developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Thousand Islands CSD developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (on or before BEDS day) and a final assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. Teachers will use a final assessment with a 100 point scale and will use the following minimum growth target formula: Required Growth = (100 minus Pre-assessment score) divided by 2 Each student counts as either a “yes” or a “no” as to whether he/she met the goal set in the growth target. To calculate the percentage of students who met the SLO target: the number of students who met the target (the “yes” students) is divided by the total number of students included in the SLO. The following formula will be used: Final percentage of students who met SLO = (# of students who met specified growth divided by the total # of students in SLO) x 100.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that falls within the highly effective range band established by the District APPR team.

Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that falls within the effective range band established by the District APPR team.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that falls within the developing range band established by the District APPR team.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that falls within the ineffective range band established by the District APPR team.

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	TICSD Gobal 1 district developed assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (on or before BEDS day) and a final assessment/Regents will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. Teachers will use a final assessment with a 100 point scale and will use the following minimum growth target formula: Required Growth = (100 minus Pre-assessment score) divided by 2 Each student counts as either a “yes” or a “no” as to whether he/she met the goal set in the growth target. To calculate the percentage of students who met the SLO target: the number of students who met the target (the “yes” students) is divided by the total number of students included in the SLO. The following formula will be used: Final percentage of students who met SLO = (# of students who met specified growth divided by the total # of students in SLO)

	x 100.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that falls within the highly effective range band established by the District APPR team.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that falls within the effective range band established by the District APPR team.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that falls within the developing range band established by the District APPR team.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that falls within the ineffective range band established by the District APPR team.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (on or before BEDS day) and a final assessment/Regents will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. Teachers will use a final assessment with a 100 point scale and will use the following minimum growth target formula: Required Growth = (100 minus Pre-assessment score) divided by 2 Each student counts as either a “yes” or a “no” as to whether he/she met the goal set in the growth target. To calculate the percentage of students who met the SLO target: the number of students who met the target (the “yes” students) is divided by the total number of students included in the SLO. The following formula will be used:

	Final percentage of students who met SLO = (# of students who met specified growth divided by the total # of students in SLO) x 100.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that falls within the highly effective range band established by the District APPR team.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that falls within the effective range band established by the District APPR team.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that falls within the developing range band established by the District APPR team.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that falls within the ineffective range band established by the District APPR team.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (on or before BEDS day) and a final assessment/Regents will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. Teachers will use a final assessment with a 100 point scale and will use the following minimum growth target formula: Required Growth = (100 minus Pre-assessment score) divided by 2 Each student counts as either a “yes” or a “no” as to whether

	he/she met the goal set in the growth target. To calculate the percentage of students who met the SLO target: the number of students who met the target (the “yes” students) is divided by the total number of students included in the SLO. The following formula will be used: Final percentage of students who met SLO = (# of students who met specified growth divided by the total # of students in SLO) x 100. For students in CCLS courses, the District will be administering both the NYS Integrated Algebra Regents and the NYS Common Core Algebra I Regents. The District will use the higher of the two scores for evaluation purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that falls within the highly effective range band established by the District APPR team.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that falls within the effective range band established by the District APPR team.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that falls within the developing range band established by the District APPR team.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that falls within the ineffective range band established by the District APPR team.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Thousand Islands CSD developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Thousand Islands CSD developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	New York State Comprehensive English Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (on or before BEDS day) and a final assessment/Regents will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. Teachers will use a final assessment with a 100 point scale and will use the following minimum growth target formula: Required Growth = (100 minus Pre-assessment score) divided by 2 Each student counts as either a “yes” or a “no” as to whether he/she met the goal set in the growth target. To calculate the percentage of students who met the SLO target: the number of students who met the target (the “yes” students) is divided by the total number of students included in the SLO. The following formula will be used: Final percentage of students who met SLO = (# of students who met specified growth divided by the total # of students in SLO) x 100.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that falls within the highly effective range band established by the District APPR team.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that falls within the effective range band established by the District APPR team.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that falls within the developing range band established by the District APPR team.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that falls within the ineffective range band established by the District APPR team.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other teachers not named above	District, Regional or BOCES-developed	Thousand Islands CSD developed Grade/subject specific assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered at the beginning of the class (on or before BEDS day) and a final assessment/Regents will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently

	on the class roster and who take the examination will be calculated. Teachers will use a final assessment with a 100 point scale and will use the following minimum growth target formula: Required Growth = (100 minus Pre-assessment score) divided by 2 Each student counts as either a “yes” or a “no” as to whether he/she met the goal set in the growth target. To calculate the percentage of students who met the SLO target: the number of students who met the target (the “yes” students) is divided by the total number of students included in the SLO. The following formula will be used: Final percentage of students who met SLO = (# of students who met specified growth divided by the total # of students in SLO) x 100.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that falls within the highly effective range band established by the District APPR team.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that falls within the effective range band established by the District APPR team.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that falls within the developing range band established by the District APPR team.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that falls within the ineffective range band established by the District APPR team.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/981162-TXEtxx9bQW/2.11 HEDI UPLOAD.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as “Not Applicable” (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
5	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
6	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
7	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
8	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. The attached 20 point chart will be used until the value added is implemented at which point the attached 15 point chart will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
5	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
6	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
7	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
8	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. The attached 20 point chart will be used until the value added is implemented at which point the attached 15 point chart will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/981163-rhJdBgDruP/3.3 upload_1.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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
1	6(ii) School-wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
2	6(ii) School-wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
3	6(ii) School-wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. Please see chart in 3.13 for HEDI conversion.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
1	6(ii) School-wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
2	6(ii) School-wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
3	6(ii) School-wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. Please see chart in 3.13 for HEDI

	conversion.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
7	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
8	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. Please see chart in 3.13 for HEDI conversion.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
7	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
8	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. Please see chart in 3.13 for HEDI conversion.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
Global 2	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
American History	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. Please see chart in 3.13 for HEDI conversion.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

Earth Science	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
Chemistry	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
Physics	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. Please see chart in 3.13 for HEDI conversion.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
Geometry	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

Algebra 2	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. Please see chart in 3.13 for HEDI conversion.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
Grade 10 ELA	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)
Grade 11 ELA	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. Please see chart in 3.13 for HEDI conversion.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other teachers not listed above	6(ii) School wide measure computed locally	Stanford 10 Achievement Test (10th Edition)

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure. Please see chart in 3.13 for HEDI conversion.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the highly effective range band established by the District APPR Team.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the effective range band established by the District APPR Team.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the developing range band established by the District APPR Team.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that falls within the ineffective range band established by the District APPR Team.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/981163-y92vNseFa4/3.13 HEDI Upload_1.pdf

3.14) Locally Developed Controls

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

There are no locally developed controls.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers who receive more than one score for the locally selected measure will be assigned an Achievement Measure score for the building where the majority of their students are located. The appropriate HEDI band 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, April 30, 2013
Updated Thursday, February 27, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	51
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	9

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

MULTIPLE MEASURES OF EFFECTIVENESS

The 60% (or 60 out of the total 100 point composite score) of the Composite Effectiveness Score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation. The District and the Association have agreed that the 2011 Danielson Rubric will be utilized by the District to score this section of the evaluation. In order to support continuous

professional growth, evidence of professional practice shall be obtained through multiple measures. The general rules of rounding will apply to the overall score.

The following seven standards will be addressed during the Professional Conference:

Standard 1: Knowledge of Students and Student Learning
Standard 2: Knowledge of Content and Instructional Planning
Standard 3: Instructional Practice
Standard 4: Learning Environment
Standard 5: Assessment for Student Learning
Standard 6: Professional Responsibilities
Standard 7: Professional Growth
NOTE: Teachers will complete: Professional Conference, a document folder, Professional Goal(s), Teacher Reflection, Professional Development Log.

LOCAL EVIDENCE OF TEACHER EFFECTIVENESS CRITERIA
A minimum of two observations per year, (one unannounced and one announced).

Unannounced Observation
o Unannounced observations for non-tenured/tenured staff will be completed beginning after the first full week of school and finished by December 1st each year.
o The evaluating administrator will provide the teacher with the completed evaluation rubric for the unannounced observation within five (5) school days of the observation.
o While a formal post observation is not required either the teacher or the evaluating administrator may request an informal conference within five (5) school days of receiving the evaluation rubric.

Announced Observation
o Teachers will be notified at least three (3) school days prior to the first announced observation.
o Pre-observation conference, if requested by the teacher or evaluating administrator, will occur within five (5) school days of observation.
o Teacher will submit a lesson plan to the evaluating administrator at least one (1) school day prior to the scheduled observation.

Post Observation Conference
o Post-observation conference will occur within three (3) school days of the announced observation and will occur prior to the completion of the announced observation rubric by the evaluating administrator.
o Written announced observation rubric will be received by the teacher within seven (7) school days of the post-observation conference.
o Teacher will review, sign and return the written announced observation rubric to the evaluating administrator within three (3) school days. The teacher may also include a written response if desired. The teacher’s signature acknowledges receipt of their announced observation rubric, which also includes signature by the evaluating administrator.

Teachers will be observed and rated on all components of the teaching standards utilizing the Charlotte Danielson Rubric. The score for the unannounced, announced, and post observation conference are computed as follows:
Highly Effective 4 points
Effective 3 points
Developing 2 points
Ineffective 1 points

Professional Goal(s) Form
o Teachers will submit two signed Professional Goal(s): One (1) Common Core Learning Standard goal and one (1) educational growth goal by the end of the first marking period.
o The evaluating administrator will sign the Professional Goal(s) Form within seven (7) school days indicating the goal(s) are satisfactory.
o An informal meeting may be requested by the teacher or the evaluating administrator if necessary within five (5) school days of receiving the goal.
Teachers will be rated 1-4 on their Professional Goals; Principal will rate the goals' reflection form conforming to the Danielson Rubric according to timeliness, measurability, applicability to content area/Common Core related, and teacher's growth as related to their professional/educational goals.

Professional Evaluation (Summative)
o The teacher and the evaluating administrator will meet to review and complete the Professional Evaluation (Summative) Rubric,

Goals, Reflection, Document Folder and Professional Development Log.
o The completed rubric and the appropriate sections of the Local Evidence of Teacher Effectiveness Worksheet will be received by the teacher within seven (7) school days from the Professional Evaluation.
o Teacher will review, sign and return the written Professional Evaluation Rubric to the evaluating administrator within three (3) school days. The teacher may also include a written response if desired. The teacher's signature acknowledges receipt of their Professional Evaluation Rubric, which also includes signature by the evaluating administrator.
o If an Informal Resolution Conference is requested by the teacher, the Informal Resolution Conference Form must be submitted to the evaluating administrator within five (5) school days.
o The Professional Evaluation Process will be completed by June 1st.
o The Local Evidence of Teacher Effectiveness Worksheet indicating the score out of the Local 60 Points will be provided to the teacher by Rating Day.

Professional Goals Reflection Form
o Teacher will submit their signed Professional Goals Reflection Form by June 1st unless the teacher's goals are dependent on the final exam, then the due date is extended to rating day.
o The evaluating administrator will sign the Professional Goals Reflection Form and within seven (7) school days indicating the reflection is satisfactory.
o An informal meeting may be requested by the teacher or the evaluating administrator if necessary within five (5) school days of receiving the goals.
Teachers will be rated 1-4 on their Professional Reflection Form; Principal will rate goal's reflection according to timeliness, applicability to seven standards, evidenced based dialogue, dialogue with administrator in regard to the goals process.

Document Folder and Professional Development Log
o The teacher will bring the document folder with three (3) pieces of evidence to support each of the seven teaching standards and the Professional Development Log to the Professional Evaluation, even if they are still in progress.
o The final Document Folder and Professional Development Log must be submitted by June 1st.
o The evaluating administrator will complete the appropriate section of the Local Evidence of Teacher Effectiveness Worksheet within seven (7) school days.
o The teacher will sign and return the worksheet within three (3) school days.
Teachers will be rated 1-4 on their Document Folder; Principal will rate document folder according to: timeliness, applicability to the seven standards, three (3) documents for each of the standards, and content area/Common Core related.
21 documents (3 per standard) on time earns 4 points.
14 documents (2 per standard) on time earns 3 points.
7 documents (1 per standard) on time earns 2points.
* 1 point deduction if submitted after deadline.
Teachers are required to submitt a professional development log annually. Four (4) points.

The evaluating administrator will complete the appropriate section of the Local Evidence of Teacher Effectiveness Worksheet for each rubric and subcomponent for the purpose of calculating the 60 local points.
The calculation is as follows:
Step 1: Add the 5 sub-totals from the Local Evidence of Teacher Effectiveness Worksheet to obtain the Total number of HEDI points.
Step 2: Divide the Total HEDI points by 26 (Number of Assessment Items) to find the average HEDI rating.
Step 3: Use the NYSUT Conversion Chart to look-up the points earned. The final 0-60 score will be rounded using normal rounding rules. However in no case will rounding cause a teacher to move from one HEDI band into another. The rubric average listed on the chart is the minimum value necessary to achieve the corresponding HEDI point value.
This will equal the Local Evidence of Teacher Effectiveness Points (out of possible 60). Charts are attached.

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

assets/survey-uploads/12179/981164-eka9yMJ855/4.5 HEDI Upload.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The work of the teacher falls within the highly effective range band, as measured by the 2011 Danielson Rubric, through classroom observation, planning and preparation, and professional responsibilites.
Effective: Overall performance and results meet NYS Teaching Standards.	The work of the teacher falls within the effective range band, as measured by the 2011 Danielson Rubric, through classroom observation, planning and preparation, and professional responsibilites.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The work of the teacher falls within the developing range band, as measured by the 2011 Danielson Rubric, through classroom observation, planning and preparation, and professional responsibilities.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The work of the teacher falls within the ineffective range band, as measured by the 2011 Danielson Rubric, through classroom observation, planning and preparation, and professional responsibilites.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

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

Formal/Long	1
Informal/Short	1
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, April 30, 2013
Updated Thursday, February 27, 2014

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.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
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Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/981166-Df0w3Xx5v6/6.2 Upload.pdf

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 following procedure is the means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher's performance review, and/or improvement plan. All tenured and probationary employees who meet the appeal process criteria identified

below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or Teacher Improvement Plan.

A teacher who receives an Overall Composite Score rating of "Ineffective" or "Developing" may appeal his or her performance review. Ratings of "Highly Effective" or "Effective" cannot be appealed.

However, teachers may also appeal a rating of “Effective” if the member is denied opportunities for appointment with additional compensation, based on that rating.

What May Be Challenged In An Appeal:

The scope of the appeals under Education Law §3012-c shall be limited to the following subjects:

1. The substance of the APPR.

2. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations.

3. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;

Prior to a Formal Appeal (optional):

The teacher may request an informal meeting with the evaluating administrator within 5 days of the receipt of the APPR. The teacher shall upon request be entitled to an Association representative being present for a conference with the evaluating administrator. The conference shall be an informal meeting wherein the evaluating administrator and the employee are able to discuss the evaluation and the areas of dispute. The evaluating administrator will respond in writing within ten (10) school days. If the teacher is not satisfied with the outcome, he/she may proceed to a formal appeal within ten (10) days.

Prohibition Against More Than One Formal Appeal:

A teacher may not file multiple formal appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Burden of Proof:

At this point in the appeals process, the teacher has the burden of demonstrating a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. Failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Time Frame for Filing a Formal Appeal:

STEP 1: Appeal to the Evaluating Administrator

It should be understood that even though an appeal has been filed, creation of a Teacher Improvement Plan must begin immediately if it is required. All formal appeals must be submitted in writing to the evaluating administrator no later than ten (10) school days of the date when the teacher receives his/her Annual Professional Performance Review or within 10 days of the conclusion of the informal appeals process. The conference shall be held with the teacher, the evaluating administrator, and an association representative, if desired by the teacher, within 5 school days of receiving the written appeal. Within ten (10) school days of the appeal conference, the evaluating administrator must submit a detailed written response to the teacher. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

STEP 2: Appeal to the Superintendent of Schools

The teacher has ten (10) school days after receiving the evaluating administrator's written response, to submit a written appeal to the Superintendent. The conference shall be held with the teacher, the Superintendent, and an association representative, if desired by the teacher, within 5 school days of receiving the written appeal. Within ten (10) school days of the conference, the Superintendent must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is submitted shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response submitted by the school district and any and all additional information submitted with the response, at the same time the school district files its response.

STEP 3: Appeal to Third Party (Regional BOCES – Jefferson/Lewis)

In the event that the appeal to the Superintendent does not resolve the issue of concern, the teacher has ten (10) school days after receiving the Superintendent's written response to submit a written appeal to the Regional Jefferson-Lewis BOCES third party panel.

Appeals shall be decided in a final and binding manner, by a three member Regional BOCES – Jefferson/Lewis panel. The panel will consist of three people;
1. A Superintendent, from one of the other BOCES component school districts, will be selected by the Thousand Islands Superintendent.
2. A teacher, employed by other BOCES component school districts, will be selected by the appealing teacher.
3. A third teacher, employed by other BOCES component school districts, will be selected by the first two panel members.

No one would receive additional compensation for their time spent participating in the appeal process. Thousand Islands School District agrees to send their Superintendent/teacher to other districts for (at least) one day to participate in the appeal review process, in addition to whatever extra time the panel members might need to review the documentation and prepare their response to the appeal. The district agrees to provide a substitute to cover the duties of a volunteering teacher.

Third party panel will reach a final determiniation within 30 days after receiving appeal.

Exclusivity of Appeal Procedure

• The APPR plan is a standalone agreement separate from the contract.

• The Association President and the District Superintendent can discuss and reconvene the APPR committee if deemed necessary at any time, if both parties are in agreement.

• The appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all changes and appeals related to a teacher's performance review and/or improvement plan. However, the parties agree should the District fail to adhere to the requirements of the appeals process, the Association may file a grievance pursuant to the parties' collective bargaining agreement (article 3) challenging the District's failure to abide by the agreed to appeals process.

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

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

Duration and Nature of Training Provided to Evaluators and Lead Evaluators
a) The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaulator" shall include any administrator who conducts an observation or evaluation of a teacher.
b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall consist of 16 hours and include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.
c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the School Board as a lead evaluator of teacher.
d) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a district administrator from conducting observations as part of an annual professional performance reveiw under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual profession performance review.
e) Recertification will occur in the same manner.

f) Successful completion of training will ensure inter-rater reliability.

All Thousand Islands Administrators will be required to attend the Jefferson Lewis BOCES Lead Evaluator training sessions and complete all modules. Administrators will complete the TeachScape Inter-rater reliability training.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Thursday, February 27, 2014

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.

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Points are expected to be assigned by the State growth scores as they apply to all of our Principals by the criteria given above.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	State growth score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	State growth score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	State growth score
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	State growth score

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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://www.engageny.org/resource/student-learning-objectives-guidance-document.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

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Updated Saturday, March 01, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K - 5	(d) measures used by district for teacher evaluation	Stanford 10 Achievement (Reading) (10th Edition)
6-8	(d) measures used by district for teacher evaluation	Stanford 10 Achievement (Reading) (10th Edition)
9-12	(d) measures used by district for teacher evaluation	Stanford 10 Achievement (Reading) (10th Edition)

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.	The 9-12 principal in collaboration with the Superintendent will establish achievement targets. HEDI points will be assigned based on the number of students meeting or exceeding the targets. For all other principals, the state approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Scores will be assigned to all teachers based on building wide achievement. The Stanford 10 Achievement Test (Total Reading) will be administered to students K-8. The average of the NCE's for the building will be computed and applied to the Achievement HEDI band, resulting in a building wide measure that will serve as the local achievement measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the highly effective range as articulated by the district APPR document.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the effective range as articulated by the district APPR document.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the developing range as articulated by the district APPR document.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that falls within the ineffective range as articulated by the district APPR document.

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.

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

incentives associated with the controls or adjustments.

There are no locally developed controls.

8.4) Principals with More Than One Locally Selected Measure

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

No principals will have more than one locally selected measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Friday, February 28, 2014

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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.	29

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principal performance will be assessed using multiple measures grounded in the New York State Administrative Standards. The LCI Multidimensional Rubric, selected from the State approved list, will be used to assess the principal's professional practice. Evidence will be obtained from: the completion of the teacher evaluation process, review of the SLOs, transition to Core standards, review of the document folder, and other resources provided by the principal. The responsibility for gathering supporting evidence of a principal's performance is shared by the principal and the superintendent; both must provide a commitment to provide a complete and accurate picture of the principal's professional performance. Each element of each domain will be evaluated.

Domain 1 Shared Vision of Learning - 4 points
Domain 2 School Culture and Instructional Program - 10 points
Domain 3 Safe, Efficient, Effective Learning Environment - 5 points
Domain 4 Community - 3 points
Domain 5 Integrity, Fairness, Ethics - 6 points
Domain 6 Political, Social, Economic, Legal and Cultural Context - 3 points

Total - 31 points

Mutliple Measures of Effectiveness
In order to suport continuous professional growth, these 60 points shall be based on supervisory visits, the Multi-Dimensional Rubric, Annual Goals that are measurable and rigorous and a review of state and local accountability measures. Data from these sources will serve as the foundation for the principal evaluator's application of the rubric. If a performance indicator is rated more than once over multiple school visits, the rating for that performance indicator will be averaged.

Utilizing the Multi-dimensional Rubric the principals will be scored on each component. They can earn 1 point for each sub-component, there are 31 items in the rubric.
{4(#items rated highly effective) + 3(# items rated effective) + 2(# of items rated developing) = 1(# of items rated ineffective)}/31

Each principal will then set 4 measurable and rigorous goals totaling a possible 29 points. 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. Any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance). These goals will be approved by the superintendent and have evidence to show their work; for the multiple measures component of the composite score. For each goal a principal can obtain 4 points which will then be multiplied by .25 for a total possible 4 points. Using the conversion chart uploaded in 9.7, the points will be converted.

Goal Setting Criteria
0 points will be awarded if the evaluator determines through school visits and review documents that the principal has not written, submitted, nor met the minimum expectations described in the district's APPR principal's professional goals document.

2 points will be awarded if the evaluator determines through school visits and review documents that the principal has written, submitted, and met the minimum expectations described in the district's APPR principal's professional goals document.

3 points will be awarded if the evaluator determines through school visits and review documents that the principal has written, submitted, and met the expectations described in the district's APPR principal's professional goals document.

4 points will be awarded if the evaluator determines through school visits and review documents that the principal has written, submitted, and has exceeded the expectations described in the district's APPR principal's professional goals document.

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

assets/survey-uploads/12205/981169-pMADJ4gk6R/9.7 HEDI Upload_2.pdf

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

Highly Effective: Overall performance and results exceed standards.	The work of the principal falls within the highly effective range band, as measured by the Multidimensional Principal Performance Rubric through; the Shared Vision of Learning, School Culture and Instructional Program, Safe Efficient Effective Learning Environment, Community, Integrity Fairness Ethics and Political Social Economic Legal and Cultural Context.
Effective: Overall performance and results meet standards.	The work of the principal falls within the effective range band, as measured by the Multidimensional Principal Performance Rubric through; the Shared Vision of Learning, School Culture and Instructional Program, Safe Efficient Effective Learning Environment, Community, Integrity Fairness Ethics and Political Social Economic Legal and Cultural Context.
Developing: Overall performance and results need improvement in order to meet standards.	The work of the principal falls within the developing range band, as measured by the Multidimensional Principal Performance Rubric through; the Shared Vision of Learning, School Culture and Instructional Program, Safe Efficient Effective Learning Environment, Community, Integrity Fairness Ethics and Political Social Economic Legal and Cultural Context.
Ineffective: Overall performance and results do not meet standards.	The work of the principal falls within the ineffective range band, as measured by the Multidimensional Principal Performance Rubric through; the Shared Vision of Learning, School Culture and Instructional Program, Safe Efficient Effective Learning Environment,

Community, Integrity Fairness Ethics and Political Social Economic Legal and Cultural Context.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	36-53
Ineffective	0-35

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	1
Enter Total	3

Tenured Principals

By supervisor	1
By trained administrator	0
By trained independent evaluator	1
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, February 05, 2014

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.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	58-60
Effective	54-57
Developing	36-53
Ineffective	0-35

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

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

Overall Composite Score
Highly Effective
22-25

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

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Thursday, February 27, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/151559-Df0w3Xx5v6/11.2 PIP_1.pdf

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:

The following procedure is the means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's performance review, and/or improvement plan. All tenured and probationary principals who meet the appeal process criteria identified below may use this appeal process. A principal may not file multiple appeals regarding the same performance review or Principal Improvement Plan.

A principal who receives an Overall Composite Score rating of "Ineffective" or "Developing" may appeal his or her performance review. Ratings of "Highly Effective" or "Effective" cannot be appealed.

What May Be Challenged In An Appeal:

The scope of the appeals under Education Law §3012-c shall be limited to the following subjects:

1. The substance of the APPR.

2. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations.

3. The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;

Prior to a Formal Appeal (optional):

The principal may request an informal meeting with the evaluating administrator within 5 days of the receipt of the APPR.The principal shall upon request be entitled to an Administative/Association representative being present for a conference with the evaluating Superintendent. The conference shall be an informal meeting wherein the evaluating supertintendent and the principal are able to discuss the evaluation and the areas of dispute. The evaluating superintendent will respond in writing within ten (10) school days. If the principal is not satisfied with the outcome, he/she may proceed to a formal appeal within ten work (10) days.

Prohibition Against More Than One Formal Appeal:

A principal may not file multiple formal appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Burden of Proof:

At this point in the appeals process, the principal has the burden of demonstrating a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. Failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Time Frame for Filing a Formal Appeal:

STEP 1: Appeal to the Evaluating Superintendent

It should be understood that even though an appeal has been filed, creation of a Principal Improvement Plan must begin immediately if it is required. All formal appeals must be submitted in writing to the evaluating superintendent no later than ten (10) work days of the date when the principal receives his/her Annual Professional Performance Review or within 10 days of the conclusion of the informal appeals process. The conference shall be held with the principal, the evaluating superintendent, and an administrator/ association representative, if desired by the principal, within 5 work days of receiving the written appeal. Within ten (10) work days of the appeal conference, the evaluating superintendent must submit a detailed written response to the principal. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

STEP 2: Appeal to Third Party (Regional BOCES – Jefferson/Lewis)

In the event that the appeal to the Superintendent does not resolve the issue of concern, the principal has ten (10) work days after receiving the Superintendent's written response to submit a written appeal to the Regional Jefferson-Lewis BOCES third party panel.

Appeals shall be decided in a final and binding manner, by a three member Regional BOCES – Jefferson/Lewis panel. The panel will consist of three people;
1. A Superintendent, from one of the other BOCES component school districts, selected by the Thousand Islands Superintendent.
2. A principal, employed by other BOCES component school districts, selected by the appealing principal.
3. A third principal, employed by other BOCES component school districts, selected by the first two panel members.

Third party panel will reach a final determination within 30 days of receipt of written appeal.

No one would receive additional compensation for their time spent participating in the appeal process. Thousand Islands School District agrees to send their Superintendent/principals to other districts for (at least) one day to participate in the appeal review process, in addition to whatever extra time the panel members might need to review the documentation and prepare their response to the appeal. The district agrees to provide a substitute to cover the duties of a volunteering principal

Exclusivity of Appeal Procedure

• The APPR plan is a standalone agreement separate from the Administrators' Compensation and Benefits Agreement.

• The Administative/Association representative and the District Superintendent can discuss and reconvene the APPR committee if deemed necessary at any time, if both parties are in agreement.

• The appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all changes and appeals related to a teacher's performance review and/or improvement plan. However, the parties agree should the District fail to adhere to the requirements of the appeals process, the Administrator may file a grievance pursuant to the parties' Administrators' Compensation and Benefits Agreement challenging the District's failure to abide by the agreed to appeals process.

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

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

Duration and Nature of Training Provided to Evaluators and Lead Evaluators
a) The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaulator" shall include any administrator who conducts an observation or evaluation of a principal.
b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall consist of 16 hours and include application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations.
c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the School Board as a lead evaluator of principals.
d) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a district administrator from conducting observations as part of an annual professional performance reveiw under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual profession performance review.
e) Recertification will occur in the same manner.
f) Successful completion of training will ensure inter-rater reliability.

All Thousand Islands Administrators will be required to attend the Jefferson Lewis BOCES Lead Evaluator training sessions and complete all modules. Administrators will complete the Multidimensional Principal Performance Rubric Inter-rater reliability training.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Saturday, March 01, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/981172-3Uqgn5g9Iu/Signuature Page March 1 2014.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

2.11 HEDI UPLOAD

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	50-64%	45-49%	40-44%	36-39%	33-35%	30-32%	15-29%	1-14%	0-0%

3.3 HEDI Upload

For the Middle School, Elementary Schools, and High School Teachers using the Stanford Achievement Tests

The Stanford 10 Achievement Test abbreviated version (Total Reading) will be administered to all students K-12. The average of the NCE's for each building will be computed and applied to the Achievement HEDI band below, resulting in a building wide measure that will serve as the Local Achievement Measure. The information will be used in each building in the following ways:

- K-5 and 6-8 – The building wide measure will serve as the Local Achievement Measure for each teacher in the building.
- Teachers shared between buildings will use the Achievement Measure for the building where the majority of their students are located.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
75.1-99	55.1-75.0	51.1-55.0	48.1-51.0	45.1-48.0	43.1-45.0	42.1-43.0	41.1-42.0	40.1-41.0	39.1-40.0	38.1-39.0	37.1-38.0	34.1-37.0	31.1-34.0	28.1-31.0	24.6-28.0	22.1-24.5	20.1-22	15.1-20	10.1-15	1.0-10.0

15 Point Conversion Chart

Highly Effective

15	**75.1 – 99**
14	**51.1- 75**

Effective

13	**48.1- 51**
12	**45.1- 48**
11	**42.1- 45**
10	**39.1- 42**
9	**36.1- 39**
8	**34.1- 36**

Developing

7	**31.1- 34**
6	**28.1-31**
5	**24.1- 28**
4	**22.1- 24**
3	**20.1- 22**

Ineffective

2	**15.1- 20**
1	**10.1- 15**
0	**1.0 - 10**

3.13 HEDI Upload

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
75.1-99	55.1-75.0	51.1-55.0	48.1-51.0	45.1-48.0	43.1-45.0	42.1-43.0	41.1-42.0	40.1-41.0	39.1-40.0	38.1-39.0	37.1-38.0	34.1-37.0	31.1-34.0	28.1-31.0	24.6-28.0	22.1-24.5	20.1-22	15.1-20	10.1-15	1.0-10.0

Local Evidence of Teacher Effectiveness

Worksheet for Calculating 60 points

H=Highly Effective (4 points) **E**=Effective (3 points)
D=Developing (2 points) **I**=Ineffective (1 point)

Unannounced Observation

Assessment Item		Rating	H-E-D-I score
Component	2a	☐H ☐E ☐D ☐I	
Component	2b	☐H ☐E ☐D ☐I	
Component	2c	☐H ☐E ☐D ☐I	
Component	2d	☐H ☐E ☐D ☐I	
Component	2e	☐H ☐E ☐D ☐I	

Sub-Total _____

Announced Observation

Assessment Item		Rating	H-E-D-I score
Component	1a	☐H ☐E ☐D ☐I	
Component	1c	☐H ☐E ☐D ☐I	
Component	3a	☐H ☐E ☐D ☐I	
Component	3b	☐H ☐E ☐D ☐I	
Component	3c	☐H ☐E ☐D ☐I	
Component	3d	☐H ☐E ☐D ☐I	
Component	3e	☐H ☐E ☐D ☐I	

Sub-Total _____

Post Observation Conference

Assessment Item		Rating	H-E-D-I score
Component	1b	☐H ☐E ☐D ☐I	
Component	1d	☐H ☐E ☐D ☐I	
Component	1e	☐H ☐E ☐D ☐I	
Component	4a	☐H ☐E ☐D ☐I	

Sub-Total _____

Local Evidence of Teacher Effectiveness

Worksheet for calculating 60 points (pg 2)

H= Highly Effective (4 points) E=Effective (3 points)
D=Developing (2 points) I=Ineffective (1 point)

Professional Evaluation

Assessment Item		Rating	H-E-D-I score
Component	1f	☐H ☐E ☐D ☐I	
Component	4b	☐H ☐E ☐D ☐I	
Component	4c	☐H ☐E ☐D ☐I	
Component	4d	☐H ☐E ☐D ☐I	
Component	4e	☐H ☐E ☐D ☐I	
Component	4f	☐H ☐E ☐D ☐I	

Sub-Total _____

Other Evidence

Assessment Item	H-E-D-I score
Document Folder	
Professional Goals	
Teacher Reflection	
Professional Log	

Sub-Total _____

Calculation:

Step 1: Add the 5 sub-totals to obtain the **Total** number of H-E-D-I points

Total H-E-D-I Points _____

Step 2: Divide the **Total** H-E-D-I points by **26** (Number of Assessment Items) to find the average H-E-D-I rating

The **AVERAGE** H-E-D-I rating is _____

Step 3: Use the NYSUT Conversion Chart to look-up the points earned:

Local Evidence of Teacher Effectiveness Points _____
(out of possible 60)

The final 0-60 score will be rounded using normal rounding rules. However in no case will rounding cause a teacher to move from one HEDI band into another. The rubric average listed on the chart is the minimum value necessary to achieve the corresponding HEDI point value.

NYSUT Rubric Score to Sub-Component Conversion Chart

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

NYSUT Rubric Score to Sub-Component Conversion Chart (pg2)

Ineffective 0-49 (continued)		
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.500		50
1.600		50.7
1.700		51.4
1.800		52.1
1.900		52.8
2.000		53.5
2.100		54.2
2.200		54.9
2.300		55.6
2.400		56.3
Effective 57-58		
2.500		57
2.600		57.2
2.700		57.4
2.800		57.6
2.900		57.8
3.000		58
3.100		58.2
3.200		58.4
3.300		58.6
3.400		58.8
Highly Effective 59-60		
3.500		59
3.600		59.3
3.700		59.5
3.800		59.8
3.900		60
4.000		60.25 (round to 60)

6.2 Upload

TEACHER IMPROVEMENT PLAN (TIP)

A TIP may be initiated whenever a teacher receives more than 50 percent of their ratings in the "developing" or "ineffective" range as delineated by the HEDI scoring bands on any of their Unannounced Observation, Announced Observation, Post Observation Conference, or Professional Evaluation (Summative) Rubrics from the Danielson Framework for Teaching 2011 Revised Edition.

A TIP **must** be initiated whenever a teacher receives a composite rating of "developing" or "ineffective" on their Overall Composite Score. The school district shall formulate and commence implementation of the TIP for such teacher as soon as possible but in no case later than 10 school days after the opening of classes in the school year following the school year for which the teacher's performance was being evaluated.

The purpose of the TIP is to:

- Demonstrate the district commitment to the ongoing growth of the teacher's professionalism and implementation of district wide initiatives.
- Improve teacher performance
- Provide direct intensive support

The plan will include:

- Defined specific areas of improvement
- Differentiated activities * as appropriate to support improvement
- Manner improvement will be assessed
- Definite timeline for achieving improvement

*Differentiated Activities may include, but are not limited to:

- Video Clips
- Internet or audio visuals
- Books, Articles, Model Lessons / Units
- Classroom Visitations
- Suggested Workshops
- Mentor with Release Time
- Informal / Formal Observations
- Team Teaching
- Professional Development
- New Teacher Support Group
- Peer Coaching

Teacher Improvement Plan Steps

1. Areas deemed ineffective or developing are noted in writing to the teacher
2. A TIP will be developed by the Administrator, Teacher, and in the presence of Union Representation, if requested.
3. The TIP will be implemented with differentiated activities being provided by the district for the teacher.
4. The teacher will participate in twice a month progress review conferences with the administrator and if requested Union Representative.
5. Follow-Up by Administrator with documentation of twice a month meetings.
6. At the end of the identified and agreed upon timeframe, the Final Review Document and conference will determine:

   a. If a teacher demonstrates improvement, as decided by the evaluating administrator and attainment of goals (as stated in the plan) they will no longer participate in the Teacher Improvement Plan.

   b. The teacher does not demonstrate improvement or attainment of goals as decided by the evaluating administrator and is identified for continuation of a TIP for a second year.

Teacher Improvement Plan Form

Teacher _____
Evaluating Administrator _____
Date of Implementation _____
Date of Meeting(s) _____

The assessment item(s) for improvement: (Circle appropriate items.)

Unannounced Observation	**Announced Observation**	**Post Conference**	**Professional Evaluating Conference**
2a. Classroom Environment	1a. Content and Pedagogy	1b. Knowledge of Students	1f. Student Learning
2b. Culture for Learning	1c. Instructional Goals	1d. Knowledge of Resources	4b. Accurate Records
2c. Classroom Procedures	3a. Communication	1e. Coherent Instruction	4c. Communication
2d. Student Behaviors	3b. Techniques	4a. Reflecting	4d. School Contribution
2e. Physical Space	3c. Student Learning		4e. Professional Growth
	3d. Student Feedback		4f. Professionalism
	3e. Flexibility and Responsiveness		

The plan will include:

- Defined specific areas of improvement
- Differentiated activities * as appropriate to support improvement
- Manner improvement will be assessed
- Definite timeline for achieving improvement

Specific Areas for Improvement	Differentiated Activities as Appropriate	Evidence of Improvement (Manner improvement will be assessed.)	Timeline for Achieving Improvement	Teacher and Evaluating Administrator Signature

Comments:

Evaluation/Rating of the goals attained in the Teacher Improvement Plan:

_____ _____
Teacher's Signature Date

_____ _____
Evaluating Administrator's Signature Date

Date of Completion of Plan: _____ Teacher's Initials _____ Evaluating Administrator's Initials _____

Definitions as applicable to the TIP:
Specific Areas for Improvement – Description of precise problem as related to the district's evaluation criteria.
Evidence of Improvement (Manner improvement will be assessed.)– Reflects what future or improved behavior will look like.
Differentiated Activities as Appropriate– Expected course of action as agreed upon with evaluator.
Timeline – Anticipated plan for completion of agreed upon goal.

*Differentiated Activities may include, but are not limited to:

- Video Clips
- Internet or audio visuals
- Books, Articles, Model Lessons / Units
- Classroom Visitations
- Suggested Workshops
- Mentor with Release Time
- Informal / Formal Observations
- Team Teaching
- Professional Development
- New Teacher Support Group
- Peer Coaching

Teacher Improvement Plan Conference Form
Twice Monthly (or more if needed)

Teacher _____
Evaluating Administrator _____
Date of Implementation _____
Date of Meeting(s) _____
Others in attendance: _____

Discussion(s):

Suggestion(s):

_____ _____
Teacher's Signature Date

_____ _____
Evaluating Administrator's Signature Date

_____ _____
Other(s) Date

8.1 HEDI Upload

Principals K- 8

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
75.1-99	55.1-75.0	51.1-55.0	48.1-51.0	45.1-48.0	43.1-45.0	42.1-43.0	41.1-42.0	40.1-41.0	39.1-40.0	38.1-39.0	37.1-38.0	34.1-37.0	31.1-34.0	28.1-31.0	24.6-28.0	22.1-24.5	20.1-22	15.1-20	10.1-15	1.0-10.0

Principals 9-12

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	50-64%	45-49%	40-44%	36-39%	33-35%	30-32%	15-29%	1-14%	0-0%

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 Points) – Growth or Achievement measure(s) from these options.

15 Point Conversion Chart For Principals K-8

Highly Effective	
15	75.1 – 99
14	51.1- 75

Effective	
13	48.1- 51
12	45.1- 48
11	42.1- 45
10	39.1- 42
9	36.1- 39
8	34.1- 36

Developing	
7	31.1- 34
6	28.1-31
5	24.1- 28
4	22.1- 24
3	20.1- 22

Ineffective	
2	15.1- 20
1	10.1- 15
0	1.0 - 10

15 Point Conversion Chart For Principals 9-12

Percentage of Students meeting Or exceeding growth Targets	HEDI Points Awarded	
100% - 93%	15	Highly Effective
92% - 85%	14	Highly Effective
84% - 77%	13	Effective
76% - 69%	12	Effective
68% - 61%	11	Effective
60% - 55%	10	Effective
54% - 49%	9	Effective
48%- 43%	8	Effective
42%- 37%	7	Developing
36%- 31%	6	Developing
30%- 25%	5	Developing
24%- 19%	4	Developing
18%- 13%	3	Developing
12%- 7%	2	Ineffective
6%- 1%	1	Ineffective
0%- 0%	0	Ineffective

Scoring Methodology for the 60% Principal Evaluation

Final Principal Effective Conversion Scale – Step 3

Level	60 Point distribution for composite
Ineffective	0-35
Developing	36-53
Effective	54-57
Highly Effective	58-60

For the final step three (3), the scores on steps one (1) and two (2) will be added together. The final 0-60 score will be rounded using normal rounding rules. However in no case will rounding cause a principal to move from one HEDI band into another.

Part 1 – Step 1 (31 possible points)

4(#items rated highly effective) + 3(#items rated effective) + 2(# items rated developing) + 1(#of items rated ineffective)

31

Part 2 – Step 1 (29 possible points)

Goal 1 Number of Points Received x .25 = _____

Goal 2 Number of Points Received x .25 = _____

Goal 3 Number of Points Received x .25 = _____

Goal 4 Number of Points Received x .25 = _____

Total of 4 = _____

Rubric Score to Sub-Component Conversion Chart Principals - Part 2 - Step 2

Total Average Rubric Score	Category	Conversion Score for Composite
	Ineffective 0-17	
1		0
1.1		5
1.2		12
1.3		14
1.4		17
	Developing 18-25	
1.5		18
1.6		19
1.7		20
1.8		21
1.9		22
2		23
2.1		23.5
2.2		24
2.3		24.5
2.4		25
	Effective 26-27	
2.5		26
2.6		26.1
2.7		26.2
2.8		26.3
2.9		26.4
3		26.5
3.1		26.6
3.2		26.7
3.3		26.9
3.4		27
	Highly Effective 28-29	
3.5		28
3.6		28.2
3.7		28.4
3.8		28.6
3.9		28.8
4		29

Rubric Score to Sub-Component Conversion Chart Principals - Part 1 - Step 2

Total Average Rubric Score	Category	Conversion Score for Composite
	Ineffective 0-18	
1		0
1.1		5
1.2		10
1.3		15
1.4		18
	Developing 19-27	
1.5		19
1.6		20
1.7		21
1.8		22
1.9		23
2		24
2.1		25
2.2		26
2.3		26.5
2.4		27
	Effective 28-29	
2.5		28
2.6		28.1
2.7		28.2
2.8		28.3
2.9		28.4
3		28.5
3.1		28.6
3.2		28.7
3.3		28.9
3.4		29
	Highly Effective 30-31	
3.5		30
3.6		30.2
3.7		30.4
3.8		30.6
3.9		30.8
4		31

THOUSAND ISLANDS CENTRAL SCHOOL DISTRICT

Principal Improvement Plan

Principal: _____

Current Assignment and School Year: _____

Date of Principal Improvement Plan Conference: _____

Assignment and School Year for the Improvement: _____

I. List the specific areas that are targeted for improvement citing from the principal's evaluation and correlating with the District's APPR plan:

II. The following list will identify specific objectives and targeted goals that are needed to be met for improvement:

III. Outlined below are the activities and their respective timelines related to the Principal's responsibilities in working towards the achievement of the specific objectives and target goals for his/her improvement plan:

IV. District responsibilities and resources that will be provided in assisting the principal to improve his/her performance:

V. Criteria and evidence that will be utilized for measuring the principal's progress and achievement with respect to the specific objectives and targeted goals:

VI. Dates and timeline for measuring achievement and the expected outcomes of the plan:

Principal's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Building Administrators' Association Rep. (Optional): _____

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Frank C Hause 3/1/14

Teachers Union President Signature: Date:

Heather Lavarnway 3/1/14

Administrative Union President Signature: Date:

Joseph Geffros 3/1/14

Board of Education President Signature: Date:

John Wormack 3/1/14