



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

Commissioner of Education
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December 18, 2012

Michael McGuire, Superintendent
Trumansburg Central School District
100 Whig Street
Trumansburg, NY 14886

Dear Superintendent McGuire:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: William Speck

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, July 23, 2012

Updated Saturday, December 15, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

611001040000

1.2) School District Name:

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

Trumansburg Central School District

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, July 23, 2012

Updated Sunday, December 16, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise (K ELA)
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise (1 ELA)
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise (2 ELA)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	-HEDI ratings will be based on the percent of students who achieve their individual growth target goals
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	established after pre-test administration. Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. See attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 65 to 84% of all students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 50 and 64% of all students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 0 to 49% of all students reaching their target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percent of students who achieve their individual growth target goals established after pre-test administration. Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. See attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 65 to 84% of all students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 50 and 64% of all students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 0 to 49% of all students reaching their target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Trumansburg Central School District Locally Developed Grade 6 Assessment - Science
7	District, regional or BOCES-developed assessment	Trumansburg Central School District Locally Developed Grade 7 Assessment - Science
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percent of students who achieve their individual growth target goals established after pre-test administration. Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. See attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 65 to 84% of all students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 50 and 64% of all students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 0 to 49% of all students reaching their target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Trumansburg Central School District Locally Developed Grade 6 Assessment - Social Studies
7	District, regional or BOCES-developed assessment	Trumansburg Central School District Locally Developed Grade 7 Assessment - Social Studies
8	District, regional or BOCES-developed assessment	Trumansburg Central School District Locally Developed Grade 8 Assessment - Social Studies

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percent of students who achieve their individual growth target goals established after pre-test administration. Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 65 to 84% of all students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50 and 64% of all students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0 to 49% of all students reaching their target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Trumansburg Central School District-Developed 9th Grade Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set targets for student performance on the listed assessments. Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. HEDI ratings will be based on the percentage of students who achieve their individual growth targets. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 65 to 84% of all students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50 and 64% of all students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0 to 49% of all students reaching their target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set targets for student performance on the listed assessments. Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. HEDI ratings will be based on the percentage of students who achieve their individual growth targets. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 65 to 84% of all students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50 and 64% of all students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0 to 49% of all students reaching their target.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set targets for student performance on the listed assessments. Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. HEDI ratings will be based on the percentage of students who achieve their individual growth targets. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 65 to 84% of all students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50 and 64% of all students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0 to 49% of all students reaching their target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set targets for student performance on the listed assessments. Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. HEDI ratings will be based on the percentage of students who achieve their individual growth targets. See attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 65 to 84% of all students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 50 and 64% of all students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0 to 49% of all students reaching their target.

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

assets/survey-uploads/5364/154557-TXEttx9bQW/2.11 upload 2.2 through 2.10 Resubmission 12.10.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

3. Local Measures (Teachers)

Created Friday, September 21, 2012
Updated Monday, December 17, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	Trumansburg Central School District will be using STAR Reading assessment to calculate median student growth percentile. For grades 5-8, this will be a school-wide measure using the 5-8 results. See Attached Chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 61 or above.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile from 41 - 60.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 21 - 40.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 0 to 20.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Math Enterprise

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.	Trumansburg Central School District will be using STAR Math assessment to calculate median student growth percentile. For grades 5-8, this will be a school-wide measure using the 5-8 results. See Attached Chart.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 61 or above.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile from 41 - 60.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 21 - 40.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 0 to 20.

3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/180123-rhJdBgDruP/3.3 HEDI TABLES OR GRAPHICS 12.10.pdf>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

described in 1) or 2), above

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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.	Trumansburg Central School District will be using STAR Early Literacy Enterprise to calculate median growth percentile for Grades K and 1. We will be using STAR Reading Enterprise to calculate the median growth percentile for Grades 2 and 3. See Attached Chart
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 61 or above for their grade level.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 41 to 60 for their grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 21 to 40 for their grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 0 to 20 for their grade level.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
2	6(ii) School-wide measure computed locally	STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Math Enterprise

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.	Trumansburg Central School District will be using STAR Early Literacy Enterprise for Grades K and 1 to calculate median student growth percentile. STAR Math Enterprise will be used for Grades 2 and 3 to calculate median student growth percentile. See Attached Chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 61 or above for their grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 41 to 60 for their grade level.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 21 to 40 for their grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 0 to 20 for their grade level.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	Trumansburg Central School District will be using STAR Reading Enterprise assessment to calculate median student growth percentile for grades 5-8 as a school-wide measure. See Attached Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 61 or above for their building.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 41 to 60 for their building.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 21 to 40 for their building.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 0 to 20 for their building.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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	Trumansburg Central School District will be using STAR Reading Enterprise assessment to calculate median
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	student growth percentile for grades 5-8 as a school-wide measure. See Attached Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 61 or above for their building.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 41 to 60 for their building.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 21 to 40 for their building.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 0 to 20 for their building.

3.8) High School Social Studies

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

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

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

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.	Trumansburg Central School District will be using STAR Reading Enterprise assessment to calculate median student growth percentile for grades 9-12 as a school-wide measure. See Attached Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 61 or above for their building.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 41 to 60 for their building.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 21 to 40 for their building.

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

Teachers receiving this designation will have a median student growth percentile of 0 to 20 for their building.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	Trumansburg CSD Developed Grade and Course Specific Assessment
Earth Science	7) Student Learning Objectives	Trumansburg CSD Developed Grade and Course Specific Assessment
Chemistry	7) Student Learning Objectives	Trumansburg CSD Developed Grade and Course Specific Assessment
Physics	7) Student Learning Objectives	Trumansburg CSD Developed Grade and Course Specific Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Administrators will set targets for student performance on the listed assessments. Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. HEDI ratings will be based on the percentage of students who achieve their individual performance targets. See attached chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all students reaching their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 65 to 84% of all students reaching their target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 50 and 64% of all students reaching their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0 to 49% of all students reaching their target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	STAR Math Enterprise
Geometry	6(ii) School wide measure computed locally	STAR Math Enterprise
Algebra 2	6(ii) School wide measure computed locally	STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Trumansburg Central School District will be using STAR Math Enterprise assessment to calculate median student growth percentile for grades 9-12 as a school-wide measure. See Attached Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 61 or above for their building.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 41 to 60 for their building.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 21 to 40 for their building.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have a median student growth percentile of 0 to 20 for their building.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 10 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.

<p>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.</p>	<p>HEDI Tables and Explanations are uploaded as per 3.13.</p> <p>For the groups using the third party assessments, we will calculate the median student growth percentile. For Grades 2 to 4, all other courses, the median student growth percentile will average the results of STAR Reading Enterprise and STAR Math Enterprise. For grades 5-8, the median student growth percentile will use the 5-8 results from STAR Reading Enterprise as a school-wide measure. For grades 9-12, the median student growth percentile will use the 9-12 results from STAR Reading Enterprise as a school-wide measure.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers utilizing STAR Reading Enterprise, STAR Early Literacy, STAR Math Enterprise Assessment receiving this designation will have a median student growth percentile of 61 or above for their building.</p> <p>Teachers utilizing Trumansburg CSD developed assessments will have 85% or more of all students reaching their target.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers utilizing STAR Reading Enterprise, STAR Early Literacy, STAR Math Enterprise Assessment receiving this designation will have a median student growth percentile of 41 - 60 for their building.</p> <p>Teachers utilizing Trumansburg CSD developed assessments will have 65 - 84% of all students reaching their target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers utilizing STAR Reading Enterprise, STAR Early Literacy, STAR Math Enterprise Assessment receiving this designation will have a median student growth percentile of 21 - 40 for their building.</p> <p>Teachers utilizing Trumansburg CSD developed assessments will have 50 - 64% of all students reaching their target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers utilizing STAR Reading Enterprise, STAR Early Literacy, STAR Math Enterprise Assessment receiving this designation will have a median student growth percentile of 0 - 20 for their building.</p> <p>Teachers utilizing Trumansburg CSD developed assessments will have 0 - 49% of all students reaching their target.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/180123-y92vNseFa4/3.13 LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS 12.10.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested.

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 Sunday, October 21, 2012

Updated Monday, December 17, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

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?

No

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

Tenured Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
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	28

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

assets/survey-uploads/5091/202222-2UoxI2HPmn/4.2 Points Within Other Measures 12.10_1.pdf

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.

Prior to the end of the school year, an average score for each domain will be calculated based on the components observed throughout the year. Teachers will be assigned a rating of 1-4 for each element in the rubric domain based on the overall preponderance of evidence gathered from all observations and documents. Domain 3 rating points will be doubled to give more weight to this domain. Each domain will have a total score of 1-4 which will then be averaged and weighted to get a total rubric score from 1 to 4. A conversion chart is attached to show observation ratings of 1 to 4 and those ratings will be utilized to determine 0 - 60 points for each teacher towards the composite score. The overall composite score will be a whole number when computing the teacher's overall composite effectiveness score.

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

assets/survey-uploads/5091/202222-eka9yMJ855/4.5 Multiple Measures of Effectiveness Observation Score Conversion Scale rounded 12.17 II.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.	Teachers in this category consistently exceed the district's expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet the district's expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category are approaching the district's expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below the district's expectations.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers 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?

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

Created Monday, October 01, 2012

Updated Thursday, December 13, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, October 01, 2012
Updated Tuesday, December 18, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/185307-Df0w3Xx5v6/6.2 Attachment Teacher Improvement Plan Forms.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:

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

7.1. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.

7.2. This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A teacher who receives an overall composite score/rating of “ineffective” may appeal his or her performance review. Ratings of “developing” for the 2012-13 school year may be appealed. Thereafter, a composite APPR score of “developing” may only be appealed if the teacher received a composite APPR score of “highly effective” or “effective” for the school year immediately preceding the “developing” score. This shall be the only circumstance in which a composite APPR score of “developing” may be appealed. Ratings of “highly effective” or “effective” cannot be appealed.

(2) A teacher may appeal only: a) the substance of his or her performance review; b) the school district’s adherence to standards and methodologies required for such reviews; c) adherence to applicable regulations of the commissioner of education; and d) compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a teacher’s annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

(4) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(5) Appeals concerning a teacher’s performance review must be received in the office of the Superintendent of Schools no later than ten (10) school days after the date when the teacher receives his/her composite APPR score. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher’s right to appeal that performance review.

(6) A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a copy to the evaluator whose performance review is being appealed, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. A form for such submission is attached as Appendix C. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(7) Within ten (10) school days of the Superintendent’s receipt of an appeal, the staff member responsible for the performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.

(8) Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by preponderance of the evidence.

(9) Within forty-five (45) school days of the receipt of the response of the evaluator to the appeal of the performance review a conference will be held in front of a joint labor/management governing body, known as the Appeal Panel. This conference will be timely and expeditious in accordance with Education Law 3012-c.

(10) The Panel make up shall be:

a. The Superintendent of Schools (or his/her designee). The administrator who authored the performance review would be prohibited from sitting on this Panel.

b. The President of the Trumansburg Teachers Association (or his/her designee). The teacher who filed the appeal would be prohibited from sitting on this Panel.

c. The third member of the Panel shall be determined by the mutual agreement of the Superintendent of Schools and the President of the Association. The third member of the Panel can be either an existing employee of the School District or an external appointee deemed qualified by the Parties. The parties shall meet by June 30th to create a list of qualified, agreed upon individuals to be the third member. The list shall contain no less than three individuals. The list shall be in numerical order of preference. The parties shall rotate through the list when there is an appeal, until an individual is available to be the third member within the time constraints as detailed under (9), above.

d. The Panel reviewing a teacher’s appeal must have previously completed training in conducting performance reviews in accordance with the regulations of the commissioner of education. The school district will bear the cost of providing such training.

(11) Both the evaluator responsible for the performance review and the employee will be free to discuss the evaluation procedure and/or the substantive content at issue; however any new substantive information, not presented as indicated in numbers (6) and (7) above, shall not be permissible as part of the decision of the Appeal Panel.

(12) The Appeal Panel shall issue a written decision on the merits of the classroom teacher's appeal no later than fifteen (15) school days from the conclusion of the conference.

(13) The Appeal Panel shall reach their finding using the consensus model. The decision of the Appeal Panel shall be based on substantive grounds supported by the record comprised of the documents and written material submitted by the teacher with his or her appeal and the school district with its response in accordance with the provisions of this Agreement. It shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.

(14) The decision of the Appeal Panel shall be tendered to the classroom teacher and to the school district staff member who issued the performance review and/or the improvement plan.

(15) The decision of the Appeal Panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. An appeal or determination under this section shall not be subject to any further appeal.

a. A decision sustaining an appeal regarding the substance of a classroom teacher's particular performance review for the teacher shall require that the school district revise the performance as appropriate, in accordance with the decision of the Appeal Panel. A revised version of the performance review shall be placed in the teacher's personnel file, and the original appealed performance review shall be redacted accordingly.

b. A decision sustaining an appeal regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans shall require the school district to take appropriate steps to ensure compliance with and the achievement of those terms.

(16) If the appeal is sustained, as outlined in (15) above, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or the Superintendent's designee, in accordance with the decision of the Appeal Panel. The Superintendent's or designee's performance review may not be reviewed or appealed under this procedure.

(17) The teacher's failure to comply with the requirements of these procedures shall result in a waiver and/or denial of the appeal.

(18) Nothing in this agreement shall in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher for statutorily and constitutionally permissible reasons other than performance and any such termination or denial shall not in any way be subject to the grievance and arbitration provisions of the contract.

(19) Any changes to the appeals process will be made in accordance with Education Law 3012-c

6.4) Training and Certification of Lead Evaluators and Evaluators

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

EVALUATOR TRAINING

5.1. The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the TST BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Inter-rater reliability will be developed and maintained through utilization of district-provided Teachscape training and certification for at least 20 hours per school year. Lead evaluator training will include training on:

(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;

(4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher's practice;

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

(6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;

(7) Use of the Statewide Instructional Reporting System;

(8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their sub-component ratings; and

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

5.2. The Superintendent will ensure that lead evaluators participate in a minimum of 20 hours of annual lead evaluator/inter-rater reliability training and are re-certified on an annual basis. The TST BOCES Network Team and in-district resources will be utilized for training and re-certification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, October 03, 2012

Updated Sunday, December 16, 2012

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

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

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

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS ELA Assessments for Grades 3 4
K-4	State assessment	NYS Math Assessments for Grades 3 4

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	HEDI ratings will be based on the percent of students who achieve their individual growth target goals established after pre-test administration. The State will provide the HEDI results for the Grade 4 ELA and Math SLO's which will then be weighted proportionately with the 3rd grade ELA and Math SLO results. Individual growth targets will be established by the principal and approved by the superintendent analyzing baseline data. See attached chart.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal will be rated highly effective if 85% or greater of his/her students meet the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal will be rated effective if 65 - 84% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal will be rated developing if 50 to 64% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principal will be rated ineffective if 0 - 49% of his/her students meet the growth target.

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

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Sunday, October 21, 2012

Updated Monday, December 17, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Combined STAR Reading Enterprise, STAR Math Enterprise
9-12	(h) students' progress toward graduation	# of credits earned as recorded on student transcripts in grades 9-11

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.	5-8 Principal score will be the mean of Building Median Student Growth Percentiles (SGP on STAR Reading Enterprise and STAR Math Enterprise. H.S. Principal, with the approval of the superintendent, will set a target % of students reaching their target of credits earned as recorded on student transcripts in grades 9-11.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-8 Principals receiving this designation will have a mean of the relevant combined median student growth percentiles of 61 or above for their building. HS Principal receiving this designation will have 85% of their students reaching their target for earning credits towards graduation
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-8 Principals receiving this designation will have a mean of the relevant combined median student growth percentiles of 41 to 60 for their building. HS Principal receiving this designation will have 65% to 84% of their students reaching their target for earning credits towards graduation

<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>5-8 Principals receiving this designation will have a mean of the relevant combined median student growth percentiles of 21 to 40 for their building. HS Principal receiving this designation will have 50% to 64% of their students reaching their target for earning credits towards graduation</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>5-8 Principals receiving this designation will have a mean of the relevant combined median student growth percentiles of 0 to 20 for their building. HS Principal receiving this designation will have 0% to 49% of their students reaching their target for earning credits towards graduation</p>

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

(No response)

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

assets/survey-uploads/5366/202391-qBFVOWF7fC/8.1 Locally Selected with Value-Added State Growth Scores 12.11.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	for K-1: STAR Early Literacy Enterprise; for Grades 2-4: STAR Reading Enterprise, STAR Math Enterprise

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.	K-4 Principal score will be the mean of Building Median Student Growth Percentiles (SGP) on the following: For K-1: STAR Early Literacy Enterprise; for Grades 2-4: STAR Reading Enterprise, STAR Math Enterprise
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-4 Principals receiving this designation will have a mean of the relevant combined median student growth percentiles of 61 or above for their building.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-4 Principals receiving this designation will have a mean of the relevant combined median student growth percentiles of 41 to 60 for their building.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

K-4 Principals receiving this designation will have a mean of the relevant combined median student growth percentiles of 21 to 40 for their building.

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

K-4 Principals receiving this designation will have a mean of the relevant combined median student growth percentiles of 0 to 20 for their building.

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

(No response)

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

[assets/survey-uploads/5366/202391-T8MIGWUVm1/8.2 20 pt scale for K-4.pdf](#)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check

8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Monday, October 01, 2012
Updated Tuesday, December 11, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Other Measures (60%)

I. School Visits

- A. The Superintendent will make a minimum three visits to the principal's school for at least one hour each school year.*
- B. One of the visits from the Superintendent will be unannounced which shall occur between October 1st and April 1st. The Superintendent will meet within fifteen (15) working days after the unannounced visit with the principal to provide feedback on the evidence gathered during the visit.*
- C. The principal shall invite the Superintendent to the two remaining announced visits and schedule the visits in collaboration with the Superintendent. The principal shall review with the Superintendent at the beginning of the visit the intended evidence to be provided. The Superintendent will meet within fifteen (15) working days after the announced visit with the principal to provide feedback on the evidence gathered during the visit.*

II. Structured Evidence Gathering

- A. The Superintendent shall schedule and meet once during the school year with the principal for the purpose of reviewing formative and summative assessment data for the principal's school. The principal shall compile and organize their school data for review. The principal will be responsible for leading the discussion through analysis of the data and reflection on what leadership actions are being taken in light of the data.*
- B. The principal shall provide a written summary of the meeting within 20 working days after the review meeting with the Superintendent.*
- C. The data review meeting shall be scheduled for at least 60 minutes.*
- D. The Superintendent may invite any senior administrative staff to the review meeting. The principal may invite any school staff to the review meeting.*
- E. The principal may submit to the Superintendent a portfolio of evidence benchmarked against the principal practice rubric. The Superintendent must establish a submission date for the portfolio during the Annual Pre-Evaluation meeting. The submission date must be no later than ten (10) working days prior to the date that the Superintendent's annual evaluation on Other Measures is due.*

III. Principal Practice Rubric

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.*
- B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.*
- C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:*
 - Domain 1-Shared Vision of Learning: 10 points*
 - Domain 2-School Culture and Instructional Program: 20 points*
 - Domain 3-Safe, Efficient, Effective Learning Environment: 10 points*
 - Domain 4-Community: 5 points*

- Domain 5-Integrity, Fairness, and Ethics: 10 points
- Domain 6-Political, Social, Economic, Legal and Cultural Context: 5 points

D. Based upon the observation process, artifacts, and the Principal Performance Rubric, the Superintendent will rate the principal Highly Effective, Effective, Developing, or Ineffective in each domain. Points in each domain will be awarded in a holistic manner based on the evidence observed. See attached tables.

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

[assets/survey-uploads/5143/185314-pMADJ4gk6R/Upload Process for Assigning Points and HEDI ratings for the Principal Practice Rubric.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.	Principals in this category consistently exceed overall district expectations in the following areas: creating a 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. The overall composite score will be 59 - 60 points.
Effective: Overall performance and results meet standards.	Principals in this category consistently demonstrate strong overall performance in the following areas: creating a 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. The overall composite score will be 57 - 58 points.
Developing: Overall performance and results need improvement in order to meet standards.	Principals in this category demonstrate an overall need for improvement in the following areas: creating a 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. The overall composite score will be 50 -56 points.
Ineffective: Overall performance and results do not meet standards.	Principals in this category demonstrate poor overall performance in the following areas: creating a 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. The overall composite score will be 0 - 49 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	50 - 56

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, October 22, 2012

Updated Wednesday, December 05, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, October 01, 2012

Updated Thursday, December 13, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/185309-Df0w3Xx5v6/11.2 Principal Improvement Plan Forms.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:

Appeals Process

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

1. The substance of the annual professional performance review;

2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;

3. The adherence to the Commissioner's regulations, as applicable to such reviews;

4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
 5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
- B. Appeals of annual professional performance reviews may be brought for ineffective composite ratings on the basis of items 1-5 for tenured principals. Tenured principals may appeal ratings of "developing" for the 2012-13 school year. Thereafter, a composite APPR rating of "developing" may only be appealed if the tenured principal received a composite APPR score of "highly effective" or "effective" for the school year immediately preceding the "developing" score. This shall be the only circumstance in which a composite APPR score of "developing" may be appealed. Ratings of "highly effective" or "effective" cannot be appealed. Probationary principals may only appeal composite ratings of ineffective. Any composite rating tied to compensation may be appealed by a tenured principal.
- C. A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.
- D. The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued, should the substance of the APPR be the basis for the appeal. The burden shall be on the principal to establish by the preponderance of the evidence that the procedures or timelines were not followed by the District or that the improvement plan was not appropriately implemented, should that be a basis of appeal.
- E. All appeals shall be filed in writing and mailed via certified mail through US Mail and addressed to the Superintendent.
- F. An appeal of a performance review must be mailed as described in (E.) no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review (composite score).
- G. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.
- H. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.
- I. Within fifteen (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to five (5) business days prior to the date of the hearing.
- J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers trained and approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of trained and approved hearing officers, the Superintendent and Association President shall mutually agree upon three trained hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list. The parties agree that:
- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than thirty (30) business days after the hearing officer is selected.
 - b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
 - c. The parties shall have the ability to be represented by either legal counsel, labor relations specialist, school attorney, union representative, or appear pro se;
 - d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
 - e. The party with the burden of proof shall present its case first and then the opposing party may refute the presentation. This may include the presentation of material, witnesses and/or affidavits in lieu of testimony; however all materials presented, must have been included under H. and/or I., above.
- K. A written decision on the merits of the appeal shall be rendered no later than fifteen (15) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.
- L. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.
- M. All hearing officer costs of the appeals process shall be the responsibility of the Association.
- N. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's

personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

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

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the TST BOCES Network Team Evaluator/lead evaluator training in accordance with SED procedures and processes. the training will be utilized to certify new and continuing administrators as well as provide ongoing training to ensure inter-rater reliability. Lead Evaluator Training will include:

- 1. The New York State Teaching Standards and their related components and indicators of evidence 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.*
- 4. Application and use of the principal rubrics including training on effective goal setting and effective application of such rubrics to observe a principal's practice.*
- 5. Application and use of any assessment tools that the school district or BOCES utilizes to evaluate building principals, including but not limited to, STAR assessment, professional growth goals, school improvement goals, etc.*
- 6. Application and use of any locally selected measures of student achievement used by the district to evaluate it's teachers or principal including the STAR assessment.*
- 7. Use of the Statewide Instructional Reporting System.*
- 8. The scoring methodology including how scores are generated for each sub-component 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 principal's overall rating and their sub-component ratings.*
- 9. Lead evaluators will be certified upon completion of approved BOCES trainings. The Board of Education designates the Superintendent to ensure that lead evaluators participate in a minimum of 20 hours of annual lead evaluator/inter-rater reliability training and are re-certified on an annual basis. The TST BOCES Network Team and Trumansburg CSD resources will be utilized for training and re-certification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.*

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, October 01, 2012

Updated Tuesday, December 18, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/185297-3Uqgn5g9Iu/DOC121812.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.

3.3 HEDI Tables or Graphics 15pt scale for 4-8 ELA and Math when Value Added State Score is Available

15 Point Scale For STAR Median Growth Percentile Scores when State Value-Added Growth Score is Available

HEDI	Local Measure Points	Median Student Growth Percentile(SGP) on Relevant STAR Assessment
Highly Effective	15	81 - 100
	14	61 - 80
Effective	13	57 - 60
	12	53 - 56
	11	50 - 52
	10	47 - 49
	9	44 - 46
	8	41 - 43
	7	37 - 40
Developing	6	33 - 36
	5	29 - 32
	4	25 - 28
	3	21 - 24
	2	14 - 20
Ineffective	1	7 - 13
	0	0 - 6

3.13 Locally Selected Measures Measure of Student Achievement for All other Teachers
s/Courses/Process for Assigning Points/HEDI Bands

**A. HEDI 20 Point District Developed Scale - State Value-Added Growth
Score is not available.**

HEDI	Local Measure Points	Percent of Students Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69
	9	65-67
Developing	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
Ineffective	2	36-49
	1	21-35
	0	0 - 20

B. HEDI 20 Point District-Developed Scale For STAR when no State Value Added Score is Available

HEDI	Local Measure Points	Median Student Growth Percentile (SGP) on Relevant STAR Assessment
Highly Effective	20	87-100
	19	74-86
	18	61-73
Effective	17	58-60
	16	55-57
	15	53-54
	14	51-52
	13	49-50
	12	47-48
	11	45-46
	10	43-44
	9	41-42
	Developing	8
7		33-36
6		30-32
5		27-29
4		24-26
3		21-23
Ineffective	2	14-20
	1	7-13
	0	0 - 6

2.2 through 2.10 General process for assigning HEDI Categories

Individual growth targets will be established by the teacher and approved by the principal analyzing baseline data. HEDI ratings will be based on the percentage of students who achieve their individual growth targets. See attached chart.

A. HEDI 20 Point District Developed Scale –No State Value-Added Growth Score is available.

HEDI	Local Measure Points	Percent of Students Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69
	9	65-67
Developing	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
Ineffective	2	36-49
	1	21-35
	0	0 - 20

Teacher Improvement Plan (TIP) Form A

STATUS

- 1st Year Probationer
 2nd Year Probationer
 3rd Year Probationer
 Tenured
 Other _____

DATE FINAL EVALUATION CONDUCTED:

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: _____ Tenure Area: _____

Position: _____

Participants:

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

____ Domain 1: Planning and Preparation:

____ Domain 2: Classroom Environment

____ Domain 3: Instruction

____ Domain 4: Professional Responsibilities

Teacher Improvement Plan (TIP) Form B

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above:	Activities & provided support for improvement:	How will the improvement be assessed? (Evidence?)	Achievement Timeline:
--	---	--	------------------------------

I acknowledge receipt of this Teacher Improvement Plan and it has been discussed and reviewed with me.

Teacher Signature

Date

I have reviewed and discussed this Teacher Improvement Plan with the above referenced teacher.

Administrator Signature

Date

Teacher Improvement Plan (TIP) Form C

TIP Progress Monitoring Conference(s)

Date: Comments:	Date: Comments:	Date: Comments:	Date: Comments:	Date: Comments:

Final TIP Conference

Administrator's Comments:

Administrator's Signature _____ Date _____

Educator's Comments:

Educator's Signature _____ Date _____

11.2 Principal Improvement Plan Forms

- A. Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced before the start of a school year. The Superintendent shall draft a PIP consistent with 1. through 7., below and present it to the principal no later than August 1st. The Superintendent will schedule a work session with the principal between August 1st and prior to the start of the school year to review and discuss the plan and to consider input from the principal. The Lead Evaluator for the principal, in conjunction with the principal, shall develop an improvement plan that contains:
1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
 2. Specific improvement goal/outcome statements.
 3. Specific improvement action steps/activities.
 4. A reasonable time line for achieving improvement.
 5. Required and accessible resources to achieve goal. The District shall allocate resources for each PIP to support professional development, mentoring, and visitations to sites with highly effective principals. The Principal may have an opportunity to be assigned a principal mentor and release time to observe and collaborate with principals in the region who have been rated effective or highly effective.
 6. A formative evaluation process documenting meetings scheduled throughout the year to assess progress. These meetings shall occur before October 31st, January 31st, and March 31st and shall be scheduled by the Lead Evaluator. A written summary of feedback by the Lead Evaluator on progress shall be given within fifteen (15) business days of each meeting.
 7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
 8. A formal, final written summative assessment delineating progress in the PIP made with an opportunity for comments by the principal by June 1st.
- B. The Superintendent may invite other senior staff to attend any meetings relative to the PIP. If the Superintendent does invite other senior staff, the principal may invite Association representation to the meeting.

FORM A
Principal Improvement Plan (PIP)

STATUS

DATE FINAL EVALUATION CONDUCTED:

1st Year Probationer

2nd Year Probationer

3rd Year Probationer

Tenured

Other _____

Principal: _____ Position: _____

Participants:

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

___ Domain 1: Shared Vision of Learning

___ Domain 2: School Culture and Instructional Program

___ Domain 3: Safe, Efficient, Effective Learning Environment

___ Domain 4: Community

___ Domain 5: Integrity, Fairness, Ethics

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

FORM B

Principal Improvement Plan (PIP)

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the principal's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above:	Activities & provided support for improvement:	How will the improvement be assessed? (Evidence?)	Achievement Timeline:

I acknowledge receipt of this Principal Improvement Plan and it has been discussed and reviewed with me.

Principal Signature: _____

Date: _____

I have reviewed and discussed this Principal Improvement Plan with the above referenced Principal.

Superintendent Signature

Date

FORM C

Principal Improvement Plan (PIP)

PIP Progress Monitoring Conference(s)

Date: Comments:	Date: Comments:	Date: Comments:	Date: Comments:	Date: Comments:
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

FORM D
Final PIP Conference

Administrator's Comments:

Administrator's Signature _____ Date _____

Principal's Comments:

Educator's Signature _____ Date _____

I. Principal Practice Rubric

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.
- C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:
 - Domain 1-Shared Vision of Learning: **10 points**
 - Domain 2-School Culture and Instructional Program: **20 points**
 - Domain 3-Safe, Efficient, Effective Learning Environment: **10 points**
 - Domain 4-Community: **5 points**
 - Domain 5-Integrity, Fairness, and Ethics: **10 points**
 - Domain 6-Political, Social, Economic, Legal and Cultural Context: **5 points**
- D. Based upon the observation process, artifacts, and the Principal Performance Rubric, the Superintendent will rate the principal Highly Effective, Effective, Developing, or Ineffective in each domain. Points will be awarded to the principal according based on the following standards for rating categories and domain/points table (E):

Standards for Rating Categories	Other Measures of Effectiveness (Teacher and Leader Standards)
Highly Effective	Overall performance and results exceed standards.
Effective	Overall performance and results meet standards.
Developing	Overall performance and results need improvement in order to meet standards.
Ineffective	Overall performance and results do not meet standards.

E. Possible Point Assignments for each Domain in the Principal Practice Rubric

Domain	Rating based on Rubric	Points towards composite
Domain 1, 3, and 5	Highly Effective	10
10 points possible	Effective	9
each Domain	Effective	8
	Developing	7
	Developing	6
	Ineffective	5
	Ineffective	4
	Ineffective	3
	Ineffective	2
	Ineffective	1
	Ineffective	0
Domain 2	Highly Effective	20
20 points possible	Effective	19
	Effective	18
	Effective	17
	Effective	16
	Developing	15
	Developing	14
	Developing	13
	Developing	12
	Ineffective	11
	Ineffective	10
	Ineffective	9
	Ineffective	8
	Ineffective	7
	Ineffective	6
	Ineffective	5
	Ineffective	4
	Ineffective	3
	Ineffective	2
	Ineffective	1
	Ineffective	0
Domain 4 and 6	Highly Effective	5
5 pts possible each domain	Effective	4
	Effective	3
	Developing	2
	Ineffective	1
	Ineffective	0

Scoring Example:

Domain	Rating	Pts
1	Highly Effective	10
2	Effective	19
3	Highly Effective	9
4	Effective	4
5	Effective	9
6	Highly Effective	5
	Total	55

A. The following conversion will be applied to principal practice rubric scores for purposes of computing principal composite scores.

Principal Practice Total Rubric Score	Rating Category	Overall Composite Score
55-60	Highly Effective	59-60
46-54	Effective	57-58
40-45	Developing	50-56
0-39	Ineffective	0-49

7.3

20 Point Scale For Principals when there is no state-provided growth score covering 30% of students.

HEDI	Local Measure Points	Percent of Students Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69
Developing	9	65-67
	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
Ineffective	3	50-51
	2	36-49
	1	21-35
	0	0 -20

Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"):

Non-Tenured Teachers – see “Non-Tenured Teacher” table below for observation, domains, weighting and “total weighted score” calculation methodology.

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]						41 points possible
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						19 points possible
Non-Tenured Teachers						
Evaluation Tool	Domain 1	Domain 2	Domain 3	Domain 4	Score	Weighting
Observation 1	Rated 1-4	Rated 1-4	Rated 1-4 (multiplied by 2)	N/A	Average of Domains/4	Score x 23%
Observation 2	Rated 1-4	Rated 1-4	Rated 1-4 (multiplied by 2)	N/A	Average of Domains/4	Score x 23%
Observation 3	Rated 1-4	Rated 1-4	Rated 1-4 (multiplied by 2)	N/A	Average of Domains/4	Score x 23%
Other Evidence	Rated 1-4	Rated 1-4	N/A	Rated 1-4	Average of Domains/3	Score x 31%
						Add the scores above to get the total weighted score on the 1-4 scale

Tenured Teachers – see “Tenured Teacher” table below for observation, domains, weighting and “total weighted score” calculation methodology.

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32 points possible
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	28 points possible

Tenured Teachers						
Evaluation Tool	Domain 1	Domain 2	Domain 3	Domain 4	Score	Weighting
Observation 1	Rated 1-4	Rated 1-4	Rated 1-4 (multiplied by 2)	N/A	Average of Domains/ 4	Score x 27%
Observation 2	Rated 1-4	Rated 1-4	Rated 1-4 (multiplied by 2)	N/A	Average of Domains/ 4	Score x 27%
Other Evidence	Rated 1-4	Rated 1-4	N/A	Rated 1-4	Average of Domains/ 3	Score x 46%
						Add the scores above to get the total weighted score on the 1-4 scale

4.5 The classroom teacher's Multiple Measures of Effectiveness rating shall be derived from applying the total weighted score derived from the observation scores to the following 60 point conversion chart. The overall composite score will be a whole number when computing the teachers' overall composite effectiveness score.

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

1.350	Ineffective	43
1.358	Ineffective	44
1.367	Ineffective	45
1.375	Ineffective	46
1.383	Ineffective	47
1.392	Ineffective	48
1.400	Ineffective	49
1.5	Developing	50
1.6	Developing	51
1.7	Developing	51
1.8	Developing	52
1.9	Developing	53
2	Developing	54
2.1	Developing	54
2.2	Developing	55
2.3	Developing	56
2.4	Developing	56
2.5	Effective	57
2.6	Effective	57
2.7	Effective	57
2.8	Effective	58
2.9	Effective	58
3	Effective	58
3.1	Effective	58
3.2	Effective	58
3.3	Highly Effective	59
3.4	Highly Effective	59
3.5	Highly Effective	59
3.6	Highly Effective	59
3.7	Highly Effective	60
3.8	Highly Effective	60
3.9	Highly Effective	60
4	Highly Effective	60

8.1 Locally Selected Measures of Student Achievement with a Value-Added Score

15 Point Scale For 5-8 Principals

HEDI	Local Measure Points	Median Student Growth Percentile (SGP) on Relevant STAR Assessment
Highly Effective	15	81-100
	14	61 - 80
Effective	13	57 - 60
	12	53 - 56
	11	50 - 52
	10	47 - 49
	9	44 - 46
	8	41 - 43
Developing	7	37 - 40
	6	33 - 36
	5	29 - 32
	4	25 - 28
	3	21 - 24
Ineffective	2	14 - 20
	1	7 - 13
	0	0 - 6

15 Point Scale For 9-12 Principals

HEDI	Local Measure Points	Percent of Students Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74 -76
	10	71-73
	9	68-70
	8	65-67
Developing	7	62-64
	6	59-61
	5	56-58
	4	53-55
	3	50-52
Ineffective	2	33-49
	1	16-32
	0	0-15

Form 8.2: Locally Selected Measures for All Other Principals

HEDI	Local Measure Points	Median Student Growth Percentile (SGP) on Relevant STAR Assessment
Highly Effective	20	87-100
	19	74-86
	18	61-73
Effective	17	58-60
	16	55-57
	15	53-54
	14	51-52
	13	49-50
	12	47-48
	11	45-46
	10	43-44
	9	41-42
	Developing	8
7		33-36
6		30-32
5		27-29
4		24-26
3		21-23
Ineffective	2	14-20
	1	7-13
	0	0 - 6

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

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

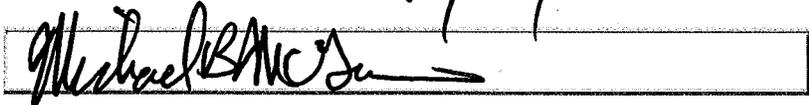
The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been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

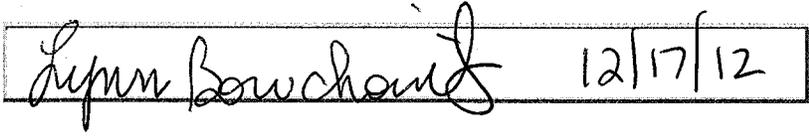
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

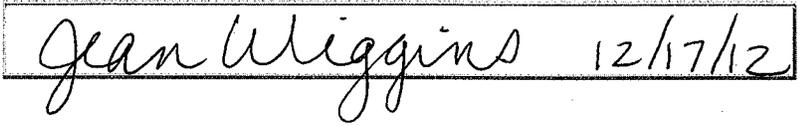
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next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

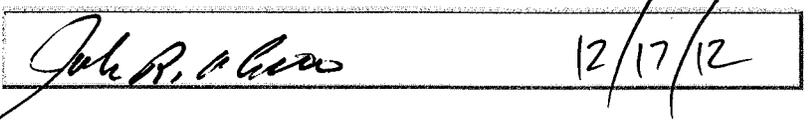
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date: 12/17/12


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

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

Board of Education President Signature: Date:
 12/17/12