



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

Commissioner of Education  
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January 11, 2013

Seth McGowan, Superintendent  
Tupper Lake Central School District  
294 Hosley Ave.  
Tupper Lake, NY 12986

Dear Superintendent McGowan:

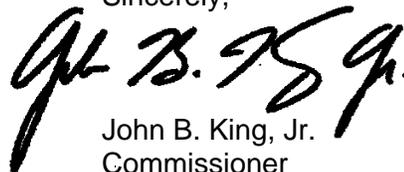
Congratulations. I am pleased to inform you that your multi-year (2012-2015) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Stephen T. Shafer

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 Friday, May 18, 2012

Updated Friday, January 04, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 160101060000

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

*160101060000*

#### 1.2) School District Name: TUPPER LAKE CSD

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

*TUPPER LAKE CSD*

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

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*2012 Through 2015*

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

Created Friday, September 21, 2012

Updated Friday, January 04, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Tupper Lake Central School-developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Tupper Lake Central School-developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Tupper Lake Central School-developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 their building Principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth-targets will be set for each SLO by the teacher and administrator. After the specified assessment is administered and scored, the building principal will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart (attached below) will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3)

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Tupper Lake Central School-developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Tupper Lake Central School-developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Tupper Lake Central School-developed Grade 2 Math Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Teachers and their building Principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth-targets will be set for each SLO by the teacher and administrator. After the specified assessment is administered and scored, the building principal will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart (attached below) will be utilized to determine the appropriate points and HEDI category for each teacher. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. All staff will use a district-developed HEDI chart so that expectations for student performance across the district are comparable as well. HEDI.png is available under 2.11 below.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Based on the District's goals and priorities, a majority of students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment (for grade 3)

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Based on the District's goals and priorities, a majority of students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment (for grade 3)

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Based on the District's goals and priorities, a majority of students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment (for grade 3)

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

Based on the District's goals and priorities, a majority of students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment (for grade 3)

## 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	Tupper Lake Central School District developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Tupper Lake Central School District developed Grade 7 Science Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building Principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth-targets will be set for each SLO by the teacher and administrator. After the specified assessment is administered and scored, the building principal will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart (attached below) will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of science as evaluated by district-created science assessment and/or the NYS science assessment for grade 8.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of science as evaluated by district-created science assessment and/or the NYS science assessment for grade 8.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of science as evaluated by district-created science assessment and/or the NYS science assessment for grade 8.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of science as evaluated by district-created science assessment and/or the NYS science assessment for grade 8.

## 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	Tupper Lake Central School District developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Tupper Lake Central School District developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Tupper Lake Central School District developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 their building Principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth-targets will be set for each SLO by the
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teacher and administrator. After the specified assessment is administered and scored, the building principal will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart (attached below) will be utilized to determine the appropriate points and HEDI category for each teacher.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Social Studies as evaluated by district-created Social Studies assessment.

Effective (9 - 17 points) Results meet District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Social Studies as evaluated by district-created Social Studies assessment.

Developing (3 - 8 points) Results are below District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Social Studies as evaluated by district-created Social Studies assessment.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Social Studies as evaluated by district-created Social Studies assessment.

**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	Tupper Lake Central School District Global 1 Studies Assessment

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

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

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 their building Principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO by the teacher and administrator. After the specified assessment is administered and scored, the building principal will

determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart (attached below) will be utilized to determine the appropriate points and HEDI category for each teacher.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Global Studies and American History courses as evaluated by district-created Social Studies assessment or Regents assessment.

Effective (9 - 17 points) Results meet District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Global Studies and American History courses as evaluated by district-created Social Studies assessment or Regents assessment.

Developing (3 - 8 points) Results are below District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Global Studies and American History courses as evaluated by district-created Social Studies assessment or Regents assessment.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Global Studies and American History courses as evaluated by district-created Social Studies assessment or Regents assessment.

## 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 their building Principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO by the teacher and administrator. After the specified assessment is administered and scored, the building principal will determine the percentage of students who met the differentiated targets (based on each SLO). After this

percentage is determined, the chart (attached below) will be utilized to determine the appropriate points and HEDI category for each teacher.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Living Environment, Earth Science, Chemistry, and Physics courses as evaluated by the corresponding Regents assessment.

Effective (9 - 17 points) Results meet District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Living Environment, Earth Science, Chemistry, and Physics courses as evaluated by the corresponding Regents assessment.

Developing (3 - 8 points) Results are below District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Living Environment, Earth Science, Chemistry, and Physics courses as evaluated by the corresponding Regents assessment.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Living Environment, Earth Science, Chemistry, and Physics courses as evaluated by the corresponding Regents assessment.

## 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 their building Principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO by the teacher and administrator. After the specified assessment is administered and scored, the building principal will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart (attached below) will be utilized to determine the appropriate points and HEDI category for each teacher.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Algebra 1, Geometry, and Algebra 2 courses as evaluated by the corresponding Regents assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Algebra 1, Geometry, and Algebra 2 courses as evaluated by the corresponding Regents assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Algebra 1, Geometry, and Algebra 2 courses as evaluated by the corresponding Regents assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Algebra 1, Geometry, and Algebra 2 courses as evaluated by the corresponding Regents assessment.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Tupper Lake Central School District Developed Assessment in Grade 9 ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	Tupper Lake Central School District Developed Critical LENS Essay Writing Prompt for Grade 10 ELA
Grade 11 ELA	Regents assessment	Comprehensive English Regents Examination

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 their building Principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO by the teacher and administrator. After the specified assessment is administered and scored, the building principal will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart (attached below) will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of English Language Arts as evaluated by the corresponding Regents assessment or District developed

assessment.

Effective (9 - 17 points) Results meet District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of English Language Arts as evaluated by the corresponding Regents assessment or District developed assessment.

Developing (3 - 8 points) Results are below District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of English Language Arts as evaluated by the corresponding Regents assessment or District developed assessment.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of English Language Arts as evaluated by the corresponding Regents assessment or District developed assessment.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Elementary General Music K-6	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade K-6 Elementary General Music
Elementary Art K-6	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade K-6 Elementary Art
Elementary Physical Education K-6	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade K-6 Elementary Physical Education
Elementary Information Technology Science K-6	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade K-6 Elementary Information Technology
French 7 French 8	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 7 8 French
Spanish 7 8	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 7 8 Spanish
Art 7 8	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 7 8 Art
Middle/High School Band	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 7 8 Middle/High School Band
Middle/High School Chorus	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 7 8 Middle/High School Chorus
High School Health	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 9 - 12 High School Health
Middle/High School Physical Education	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 7 8 Middle/High School Physical Education
Middle School Computer Science	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 7 8 Middle School Computer

		Science
High School Financial Math	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 9 - 12 Financial Math
Middle School Home Careers	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Middle School 7th Grade Home Careers
High School Studio Art	District, Regional or BOCES-developed	Tupper Lake Central School District Developed Assessment for Grade 9 - 12 Studio Art
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For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building Principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO by the teacher and administrator. After the specified assessment is administered and scored, the building principal will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart (attached below) will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, agreed upon and appropriate students meet district target goals in the specified area (i.e. art, music, library, physical education, computer, speech/language, ELA, mathematics, reading, band, etc.)as evaluated by district-created assessments in each area.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, agreed upon and appropriate students meet district target goals in the specified area (i.e. art, music, library, physical education, computer, speech/language, ELA, mathematics, reading, band, etc.)as evaluated by district-created assessments in each area.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, agreed upon and appropriate students meet district target goals in the specified area (i.e. art, music, library, physical education, computer, speech/language, ELA, mathematics, reading, band, etc.)as evaluated by district-created assessments in each area.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, agreed upon and appropriate students meet district target goals in the specified area (i.e. art, music, library, physical education, computer, speech/language, ELA, mathematics, reading, band, etc.)as evaluated by district-created assessments in each area.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/180117-TXEttx9bQW/2.11 HEDI.doc*

## 2.12) Locally Developed Controls

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

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

*(no response)*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

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

### 3. Local Measures (Teachers)

Created Friday, October 26, 2012  
Updated Monday, January 07, 2013

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 4th Grade ELA End of the Year Assessment
5	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 5th Grade ELA End of the Year Assessment

6	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 6th Grade ELA End of the Year Assessment
7	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 7th Grade ELA End of the Year Assessment
8	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 8th Grade ELA End of the Year Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher’s final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.</p> <p>HEDI points will be based on each teacher’s final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:</p> <p>3.5-4.0 – Highly Effective  2.5-3.4 – Effective  1.5-2.4 – Developing  1.0-1.4 – Ineffective</p> <p>This final score will then be converted to a 15 point score using the chart in Appendix A. This converted score will be the teacher’s score for the “local assessment” portion of the APPR.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table

### 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	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 4th Grade Math End of the Year Assessment
5	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 5th Grade Math End of the Year Assessment
6	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 6th Grade Math End of the Year Assessment
7	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 7th Grade Math End of the Year Assessment
8	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 8th Grade Math End of the Year Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher’s final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.</p> <p>HEDI points will be based on each teacher’s final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:</p> <p>3.5-4.0 – Highly Effective            2.5-3.4 – Effective            1.5-2.4 – Developing            1.0-1.4 – Ineffective</p> <p>This final score will then be converted to a 15 point score using the chart in Appendix A. This converted score will be the teacher’s score for the “local assessment” portion of the APPR.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table

### 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/5139/208583-rhJdBgDruP/Conversion Chart.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	5) District, regional, or BOCES-developed assessments	Tupper Lake Central School District Developed Kindergarten ELA End of the Year Assessment
1	5) District, regional, or BOCES-developed assessments	Tupper Lake Central School District Developed 1st Grade ELA End of the Year Assessment
2	5) District, regional, or BOCES-developed assessments	Tupper Lake Central School District Developed 2nd Grade ELA End of the Year Assessment
3	5) District, regional, or BOCES-developed assessments	Tupper Lake Central School District Developed 3rd Grade ELA End of the Year Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher's final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.</p> <p>HEDI points will be based on each teacher's final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final</p>
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average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:

- 3.5-4.0 – Highly Effective
- 2.5-3.4 – Effective
- 1.5-2.4 – Developing
- 1.0-1.4 – Ineffective

This final score will then be converted to a 20 point score using the chart in Appendix A. This converted score will be the teacher’s score for the “local assessment” portion of the APPR.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed Kindergarten Math End of the Year Assessment
1	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 1st Grade Math End of the Year Assessment
2	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 2nd Grade Math End of the Year Assessment
3	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 3rd Grade Math End of the Year Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher's final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.

HEDI points will be based on each teacher's final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:

- 3.5-4.0 – Highly Effective
- 2.5-3.4 – Effective
- 1.5-2.4 – Developing
- 1.0-1.4 – Ineffective

This final score will then be converted to a 20 point score using the chart in Appendix A. This converted score will be the teacher's score for the "local assessment" portion of the APPR.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See Attached Table

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See Attached Table

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

See Attached Table

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

See Attached Table

### 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	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 6th Grade Science End of the Year Assessment
7	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 7th Grade Science End of the Year Assessment
8	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 8th Grade Science End of the Year Assessment

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

<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>The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher's final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.</p> <p>HEDI points will be based on each teacher's final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:</p> <p>3.5-4.0 – Highly Effective  2.5-3.4 – Effective  1.5-2.4 – Developing  1.0-1.4 – Ineffective</p> <p>This final score will then be converted to a 20 point score using the chart in Appendix A. This converted score will be the teacher's score for the "local assessment" portion of the APPR.5</p>
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<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Table</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Table</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Table</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Table</p>

### 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	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 6th Grade Social Studies End of the Year Assessment
7	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 7th Grade Social Studies End of the Year Assessment
8	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Developed 8th Grade Social Studies End of the Year Assessment

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

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

<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>The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher's final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.</p>
	<p>HEDI points will be based on each teacher's final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:</p>
	<p>3.5-4.0 – Highly Effective 2.5-3.4 – Effective 1.5-2.4 – Developing 1.0-1.4 – Ineffective</p>
	<p>This final score will then be converted to a 20 point score using the chart in Appendix A. This converted score will be the teacher's score for the "local assessment" portion of the APPR.</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>See Attached Table</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Table</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Table</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Table</p>

### 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	5) District, regional, or BOCES-developed assessments	Tupper Lake Central School District Global I End of the Year Assessment
Global 2	5) District, regional, or BOCES-developed assessments	Tupper Lake Central School District Global II End of the Year Assessment

American History	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District American History End of the Year Assessment
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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.	<p>The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher’s final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.</p> <p>HEDI points will be based on each teacher’s final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:</p> <p>3.5-4.0 – Highly Effective  2.5-3.4 – Effective  1.5-2.4 – Developing  1.0-1.4 – Ineffective</p> <p>This final score will then be converted to a 20 point score using the chart in Appendix A. This converted score will be the teacher’s score for the “local assessment” portion of the APPR.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table

### 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	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Living Environment End of the Year Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Earth Science End of the Year Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Chemistry End of the Year Assessment
Physics	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Physics End of the Year 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.	<p>The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher’s final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.</p> <p>HEDI points will be based on each teacher’s final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:</p> <p>3.5-4.0 – Highly Effective            2.5-3.4 – Effective            1.5-2.4 – Developing            1.0-1.4 – Ineffective</p> <p>This final score will then be converted to a 20 point score using the chart in Appendix A. This converted score will be the teacher’s score for the “local assessment” portion of the APPR.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table

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

See Attached Table

### 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	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Algebra 1 End of the Year Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Geometry End of the Year Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Algebra 2 End of the Year Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher’s final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.

HEDI points will be based on each teacher’s final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:

- 3.5-4.0 – Highly Effective
- 2.5-3.4 – Effective
- 1.5-2.4 – Developing
- 1.0-1.4 – Ineffective

This final score will then be converted to a 20 point score using the chart in Appendix A. This converted score will be the teacher’s score for the “local assessment” portion of the APPR.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Grade 9 ELA End of the Year Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Grade 10 ELA End of the Year Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Tupper Lake Central School District Grade 11 ELA End of the Year Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher’s final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.</p> <p>HEDI points will be based on each teacher’s final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:</p>
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3.5-4.0 – Highly Effective  
 2.5-3.4 – Effective  
 1.5-2.4 – Developing  
 1.0-1.4 – Ineffective

This final score will then be converted to a 20 point score using the chart in Appendix A. This converted score will be the teacher’s score for the “local assessment” portion of the APPR.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Middle/High School Art Department Courses	5) District/regional/BOCES–developed	Tupper Lake Central School District Art Course Specific End of the Year Assessment
All Middle/High School Music Department Courses	5) District/regional/BOCES–developed	Tupper Lake Central School District Music Course Specific End of the Year Assessment
All Other Middle/High School English Department Courses	5) District/regional/BOCES–developed	Tupper Lake Central School District English Course Specific End of the Year Assessment
All Other Middle/High School Math Department Courses	5) District/regional/BOCES–developed	Tupper Lake Central School District Math Course Specific End of the Year Assessment
All Other Middle/High School Science Department Courses	5) District/regional/BOCES–developed	Tupper Lake Central School District Science Course Specific End of the Year Assessment
All other Middle/High School Social Studies Department Courses	5) District/regional/BOCES–developed	Tupper Lake Central School District Social Studies Course Specific End of the Year Assessment
All Middle/High School Technology Department Courses	5) District/regional/BOCES–developed	Tupper Lake Central School District Technology Course Specific End of the Year Assessment
All Middle/High School Physical Education	5) District/regional/BOCES–developed	Tupper Lake Central School District Physical Education Course Specific End of the Year

Department Courses	veloped	Assessment
All Middle/High School Health Department Courses	5) District/regional/BOCES-d veloped	Tupper Lake Central School Distric Health Course Specific End of the Year Assessment
All Middle/High School Home Careers Courses	5) District/regional/BOCES-d veloped	Tupper Lake Central School District Home Careers Course Specific End of the Year Assessment
All Other Middle/High School Foreign Language Courses	5) District/regional/BOCES-d veloped	Tupper Lake Central School District Foreign Language Course Specific End of the Year Assessment

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

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

<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>The local assessment score of each student will include multiple measures and extrapolated to a percentage score. The teacher's final points for that course or grade will be the average of these local assessment scores on a 100 point scale to be converted to a 4 point score.</p> <p>HEDI points will be based on each teacher's final average of these local assessment scores and will be converted to a 1.0-4.0 rating using a method mutually agreed upon between the District and the Association. The final average will be rounded to the tenth using standard mathematical rounding. This score will be the HEDI rating. The HEDI rating categories are:</p> <p>3.5-4.0 – Highly Effective  2.5-3.4 – Effective  1.5-2.4 – Developing  1.0-1.4 – Ineffective</p> <p>This final score will then be converted to a 20 point score using the chart in Appendix A. This converted score will be the teacher's score for the "local assessment" portion of the APPR.</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>See Attached Table</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Attached Table</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Table

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/5139/208583-y92vNseFa4/Conversion Chart.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.

*If multiple locally selected measures are used, a score will be based on the number of student weighted proportionally by equal measures, and a method shall be mutually agreed upon in which the scores are weighted and combined to calculate the score.*

### 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	Checked

educators' performance in ways that improve student learning and instruction.	
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 Saturday, November 24, 2012

Updated Friday, January 04, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Evidence for each teacher will be systematically organized using the NYSUT Teacher Evaluation and Development System (TED). Each teacher will receive a final average score of on the 1-4 rubric rating scale. The MyLearning Plan OASYS system will be used to assign the scores for performance indicators within each of the seven Teaching Standards. Each performance indicator will be weighted equally. The final average will be based on all of the observed performance indicators and evaluated based upon the NYSUT Rubric. It will be rounded to the tenth using standard mathematical rounding. This score is converted to a HEDI rating. The HEDI rating categories are:*

- 3.5-4.0 – Highly Effective
- 2.5-3.4 – Effective

1.5-2.4 – Developing  
 1.0-1.4 – Ineffective

*This final score will then be converted to a 60 point score using the chart in Appendix B. This converted score will be the teacher's score for the 60% Other Measures portion of the APPR. Standard rounding rules will be applied.*

*Within fifteen school days of a teacher's last formal or walk-through observation each teacher will participate in a summative evaluation conference with the building principal and/or evaluator. The purpose of this conference will be to review the evidence gathered throughout the school year, assess progress on the teacher's professional growth goals, and to arrive at the teacher's composite effectiveness score (0-60 points as per Appendix B).*

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/5091/246384-eka9yMJ855/4.5 HEDI.doc*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A rating of highly effective is achieved by demonstrating exemplary performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 59 to 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 57 to 58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in the performance of planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 50 to 56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective is identified by poor performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 0 to 49 points.

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	1
4.6) Observations of Probationary Teachers   Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Sunday, November 25, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58
Developing	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 Friday, September 21, 2012  
Updated Wednesday, January 09, 2013

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/180125-Df0w3Xx5v6/TIP.pdf>

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*The appeal process will be timely and expeditious in accordance with Education Law 3012-c. The following timelines will be strictly adhered to unless extended by mutual agreement remaining timely and expeditious in accordance with 3012-c. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.*

#### *Level 1 - Evaluator*

*a. (Informal) Following a qualifying event, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.*

*b. (Formal) Any appeal must be submitted to the evaluator in writing no later than ten (10) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within ten (10) school days of issuance or of the time when the teacher knew or should have known of an alleged implementation breach of such plan.*

*c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.*

*d. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President, shall receive copies of the response and any and all additional information submitted with the response.*

#### *Level 2 – Superintendent*

*a. Within five (5) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the Superintendent of Schools, or the Superintendent's designee. The Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator's response.*

*b. Within five (5) school days of receipt of the teacher's appeal, the Superintendent or designee will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.*

*c. Within five (5) school days of the Superintendent hearing, the Superintendent or designee will issue a written determination to the teacher, the Teachers' Association President, and the evaluator.*

#### *Level 3 – Panel*

*a. Within five (5) school days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel\* comprised of two (2) teacher representatives and two (2) administration representatives. The panel will be provided the entire appeals record; however, any information identifying the appellant or the appellant's district, evaluator or superintendent will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.*

*b. Within ten (10) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals on developing ratings. Appeals of ineffective ratings and split decisions on an appeal of a developing rating will proceed to level 4 below.*

*\*Upon ratification of this appeals procedure by both the Teachers' Association and the District, each party will designate at least one and not more than two representatives as regional panelists. Those individuals will be provided training regarding APPR legislation and regulations and will be expected to be available to serve on panels as needed for appeals in other FEH districts that utilize this appeals procedure. Further procedures regarding this panel will be mutually agreed upon by the District and the Association and shall be consistent with Education Law 3012c.*

#### *Level 4 – Superintendent*

*a. Within five (5) school days of receipt of the Level 3 recommendation for resolution, the Superintendent of Schools or designee will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the appellant, to the Teachers' Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the*

*Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated.*

## 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.

*The FEH BOCES District 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 BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:*

- (1) The New York State Teaching Standards, 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 rubric, 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 or BOCES 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 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 subcomponent ratings; and*
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities.*

*The District Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The duration of the training will be equivalent in rigor to eight full days. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. All FEH BOCES administrators have been participating in ongoing inter-rater reliability training as provided by the FEH BOCES network team and schedules are already in place for continued training throughout the 2012-13 school year.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Sunday, November 25, 2012

## Page 1

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

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

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

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

PK-6
7-12
(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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Sunday, November 25, 2012

Updated Monday, January 07, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-6	(d) measures used by district for teacher evaluation	Scholastic Math Inventory (SMI); Grades 2-6
PK-6	(d) measures used by district for teacher evaluation	Tupper Lake District Developed Leveled Reading Assessment for PK-6 ELA
7-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Percentage of Students Graduating in 4 years (starting with the 2009 cohort).
7-12	(h) students' progress toward graduation	Percentage of Students not requiring retention of grade level.
7-12	(d) measures used by district for teacher evaluation	Tupper Lake Central School District Developed Grade and Subject Specific End of the Year Assessment.

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The HEDI scoring process for Grades PK-6 will be that the assessment score for the indicated assessments will be averaged and converted from a 100 percent score to a 1-4 score (see attached chart).</p> <p>3.5-4.0 – Highly Effective  2.5-3.4 – Effective  1.5-2.4 – Developing  1.0-1.4 – Ineffective</p> <p>Scores will then be converted from a 1-4 score to a 0-15 HEDI score (see attached chart).</p>
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The HEDI scoring process for Grades 7-12 will utilize the multiple assessments indicated above.

The percentage of students graduating in four years will be calculated 0-100%.  
The percentage of students not requiring retention of their grade level will be calculated 0-100%.  
Finally the overall average of student scores from all Tupper Lake District Developed Assessments will be calculated 0-100%.

Each result 0-100% will be individually weighted 75% for Graduation Rate; 20% for Progress towards Graduation; and 5% for measures used for Teacher Evaluation. The weighted total percentage(s) out of 100 will be added and that percentage out of 100 will be converted to a 1-4 score.

3.5-4.0 – Highly Effective  
2.5-3.4 – Effective  
1.5-2.4 – Developing  
1.0-1.4 – Ineffective

Scores will then be converted from a 1-4 score to a 0-15 HEDI score (see attached chart).

The final average will be rounded to the tenth using standard mathematical rounding (see the attached charts).

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Greater than 90% of student scores reach or exceed district goals.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Greater than 69% of student scores reach or exceed district goals.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

60% or more of student scores reach or exceed district goals.

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

Fewer than 60% of student scores reach or exceed district goals.

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/5366/246562-qBFVOWF7fC/8.1 HEDI\\_1.doc](#)

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

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

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

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

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

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

*(No response)*

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

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

*(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 Sunday, November 25, 2012

Updated Friday, January 04, 2013

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The district will use the Multidimensional Principal Performance Rubric and will weight the six domains as follows:*

- Domain 1 - Shared Vision of Learning 6 points;*
- Domain 2 - School Culture and Instructional Program 15 points;*
- Domain 3 - Safe, Efficient, Effective Learning Environment 12 points;*
- Domain 4 - Community 9 points;*
- Domain 5 - Integrity, Fairness, Ethics 6 points;*
- Domain 6 -Political, Social, Economic, Legal and Cultural Context 3 points.*

*At the beginning of each year, the principal and the superintendent will determine what artifacts are appropriate evidence to supplement the onsite observations of the principal. The points will be assessed in the aggregate for each domain rather than reflect each specific element within the domains. Specifically the evaluator will review all available data and evidence as they reflect the elements in each of the six domains. A principal's overall performance can be rated at any score point from 0 to 60.*

*Each domain will be evaluated and a HEDI score will be assigned for each of the indicators. The total score will be calculated by using the point distribution for each domain as indicated on the last page of the attached form.*

*It is understood that the sum of the total composite score will be on a scale of 100 possible points.*

*A score of 0 is possible for any of the given indicators OR domains.*

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/5143/246596-pMADJ4gk6R/9.7 Points.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.

A highly effective rating is achieved by demonstrating exemplary 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 for a rating of highly effective will range from 55 to 60 points.
Effective: Overall performance and results meet standards.	An effective rating is achieved by demonstrating strong 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 for a rating of effective will range from 49 to 54.5 points.
Developing: Overall performance and results need improvement in order to meet standards.	A rating of developing is achieved by demonstrating a need for improvement in 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 for a rating of developing will range from 33 to 48 points.
Ineffective: Overall performance and results do not meet standards.	An ineffective rating is achieved by poor 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 for a rating of ineffective will range from 0 to 32 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	49-54.5
Developing	33-48
Ineffective	0-32

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Sunday, November 25, 2012

Updated Thursday, December 20, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	55-60
Effective	49-54.5
Developing	33-48
Ineffective	0-32

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 Sunday, November 25, 2012  
Updated Wednesday, January 09, 2013

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/246593-Df0w3Xx5v6/11.2 PIP.PDF>

### 11.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

*The appeal process will be timely and expeditious in accordance with Education Law 3012-c. The following timelines will be strictly adhered to unless extended by mutual agreement remaining timely and expeditious in accordance with 3012-c.*

*To the extent that a principal wishes to request an appeal, the following appeals procedure is established.*

*1. Appeals will be limited to the following situations:*

- a. A principal may appeal only a Developing or Ineffective APPR composite rating;
  - b. A principal may appeal the implementation of an improvement plan if and only if the plan was generated as the result of a Developing or Ineffective composite rating, in accordance with Section 2, e, below.
2. The scope of any appeal will be limited to the following subjects:
- a. The substance of the individual's annual professional performance review;
  - b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
  - c. The adherence to the Commissioner's regulations, as applicable to such reviews;
  - d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by paragraph 1, above; or,
  - e. The District's issuance and/or implementation of the terms of the principal improvement plan under Education Law 3012-c in connection with a Developing or Ineffective rating.
3. A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
4. In an appeal, the principal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

#### *Level 1 - Informal*

- a. Following a qualifying event, as defined in Sections I and II, above, the principal shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.

#### *Level 2 – Superintendent*

- a. Within ten (10) school days (or unless extended by mutual agreement, and shall remain timely and expeditious in accordance with Education Law 3012c) of the informal meeting to discuss the APPR, if a principal is not satisfied with such response the principal may submit the appeal to the Superintendent of Schools, or the Superintendent's designee.
  - b. Within five (5) school days (or unless extended by mutual agreement, and shall remain timely and expeditious in accordance with Education Law 3012c) of receipt of the principal's appeal, the Superintendent or designee will conduct a hearing at which the principal (and representative at the option of the principal) will be allowed to present oral arguments in support of the appeal.
  - c. Within five (5) school days (or unless extended by mutual agreement, and shall remain timely and expeditious in accordance with Education Law 3012c) of the Superintendent hearing, the Superintendent or designee will issue a written determination to the principal, and president of the Administrator Association.
5. The decision of the Superintendent or designee is final and binding. The entire appeals record will be part of the principal's APPR.
6. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections 1 and 2, above. A principal may not resort to any other contractual grievance procedure for the resolution of these appeals.

## 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 FEH BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators (Directors of Special Education and CTE) have been trained and certified in accordance with regulation. The District will utilize the FEH BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes.*

Lead evaluator training will include training on:

- (1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators and their related functions, as applicable;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-added growth model;
- (4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

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

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data   Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, 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 Sunday, November 25, 2012

Updated Friday, January 11, 2013

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### Page 1

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

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

<assets/survey-uploads/5581/246588-3Uqgn5g9Iu/tlcertification.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.

## Teacher Improvement Plan

Upon rating a teacher as “developing” or “ineffective” through an Annual Professional Performance Review, a school district must develop and commence implementation of a Teacher Improvement Plan (TIP) for such teacher.

A TIP must be determined no later than ten (10) school days after the date on which teachers are required to report prior to the opening of classes for the school year.

\_\_\_\_\_  
 Teacher

\_\_\_\_\_  
 Administrator

\_\_\_\_\_  
 Subject/Grade Level

\_\_\_\_\_  
 Score Breakdown

\_\_\_\_\_  
 Composite Score

\_\_\_\_\_  
 Date(s):

\_\_\_\_\_  
 Preconference

\_\_\_\_\_  
 Observation(s)

\_\_\_\_\_  
 Coaching

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

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Representative/Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Or Teacher's Signature  
 Waiving Representation: \_\_\_\_\_ Date: \_\_\_\_\_

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
<b>98-100</b>	<b>95-97</b>	<b>90-94</b>	<b>87-89</b>	<b>85-86</b>	<b>83-84</b>	<b>81-82</b>	<b>78-80</b>	<b>76-77</b>	<b>74-75</b>	<b>72-73</b>	<b>70-71</b>	<b>69</b>	<b>67-68</b>	<b>65-66</b>	<b>63-64</b>	<b>61-62</b>	<b>60</b>	<b>41-59</b>	<b>26-40</b>	<b>0-25</b>

TEACHER LOCAL 0 – 100 POINT SCALE CONVERSION CHART		TEACHER LOCAL 1 – 4 POINT CONVERSION CHART		
BASED ON A 100 % SCALE	CONVERTED TO A 1 – 4 RATING*	BASED ON A 1 – 4 RUBRIC RATING*	20 POINT CONVERSION	15 Point Conversion Value Added
<b>INEFFECTIVE</b>		<b>INEFFECTIVE</b>		
0 -14	1	1	0	0
15 – 27	1.1	1.1	1	1
28 – 40	1.2	1.2	1	1
41 – 53	1.3	1.3	2	2
54	1.4	1.4	2	2
<b>DEVELOPING</b>		<b>DEVELOPING</b>		
55	1.5	1.5	3	3
56	1.6	1.6	4	3
57	1.7	1.7	4	4
58	1.8	1.8	5	4
59	1.9	1.9	5	5
60	2.0	2.0	6	5
61	2.1	2.1	7	6
62	2.2	2.2	7	6
63	2.3	2.3	8	7
64	2.4	2.4	8	7
<b>EFFECTIVE</b>		<b>EFFECTIVE</b>		
65 – 66	2.5	2.5	9	8
67 – 68	2.6	2.6	10	9
69 – 70	2.7	2.7	11	9
71 – 72	2.8	2.8	12	10
73 – 74	2.9	2.9	13	10
75 – 76	3.0	3.0	14	11
77 – 78	3.1	3.1	14	11
79 – 81	3.2	3.2	15	12
82 – 83	3.3	3.3	16	12
84	3.4	3.4	17	13
<b>HIGHLY EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>		
85 – 87	3.5	3.5	18	14
88 – 90	3.6	3.6	18	14
91 – 93	3.7	3.7	19	14
94 – 96	3.8	3.8	19	15
97 – 99	3.9	3.9	20	15
100	4.0	4.0	20	15

\*Rounded to the nearest tenth

TEACHER LOCAL 0 – 100 POINT SCALE CONVERSION CHART		TEACHER LOCAL 1 – 4 POINT CONVERSION CHART		
BASED ON A 100 % SCALE	CONVERTED TO A 1 – 4 RATING*	BASED ON A 1 – 4 RUBRIC RATING*	20 POINT CONVERSION	15 Point Conversion Value Added
<b>INEFFECTIVE</b>		<b>INEFFECTIVE</b>		
0 -14	1	1	0	0
15 – 27	1.1	1.1	1	1
28 – 40	1.2	1.2	1	1
41 – 53	1.3	1.3	2	2
54	1.4	1.4	2	2
<b>DEVELOPING</b>		<b>DEVELOPING</b>		
55	1.5	1.5	3	3
56	1.6	1.6	4	3
57	1.7	1.7	4	4
58	1.8	1.8	5	4
59	1.9	1.9	5	5
60	2.0	2.0	6	5
61	2.1	2.1	7	6
62	2.2	2.2	7	6
63	2.3	2.3	8	7
64	2.4	2.4	8	7
<b>EFFECTIVE</b>		<b>EFFECTIVE</b>		
65 – 66	2.5	2.5	9	8
67 – 68	2.6	2.6	10	9
69 – 70	2.7	2.7	11	9
71 – 72	2.8	2.8	12	10
73 – 74	2.9	2.9	13	10
75 – 76	3.0	3.0	14	11
77 – 78	3.1	3.1	14	11
79 – 81	3.2	3.2	15	12
82 – 83	3.3	3.3	16	12
84	3.4	3.4	17	13
<b>HIGHLY EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>		
85 – 87	3.5	3.5	18	14
88 – 90	3.6	3.6	18	14
91 – 93	3.7	3.7	19	14
94 – 96	3.8	3.8	19	15
97 – 99	3.9	3.9	20	15
100	4.0	4.0	20	15

\*Rounded to the nearest tenth

**APPENDIX B**

**Full Conversion Chart – 60% Other Measures**

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1.00		0
1.01		1
1.02		2
1.03		3
1.03		4
1.04		5
1.05		6
1.06		7
1.07		8
1.08		9
1.08		10
1.09		11
1.10		12
1.11		13
1.12		14
1.12		15
1.13		16
1.14		17
1.15		18
1.15		19
1.16		20
1.17		21
1.18		22
1.19		23
1.19		24
1.20		25
1.21		26
1.22		27

1.23		28
1.23		29
1.24		30
1.25		31
1.26		32
1.27		33
1.28		34
1.28		35
1.29		36
1.30		37
1.31		38
1.32		39
1.33		40
1.33		41
1.34		42
1.35		43
1.36		44
1.37		45
1.38		46
1.38		47
1.39		48
1.40		49
<b>Developing 50-56</b>		
1.50		50
1.6 - 1.7		51
1.80		52
1.90		53
2 - 2.1		54
2.20		55
2.3 - 2.4		56
<b>Effective 57-58</b>		
2.5 - 2.7		57
2.8 - 3.2		58
<b>Highly Effective 59-60</b>		
3.3 - 3.6		59
3.7 - 4		60

<b>Local Measure of Student Achievement</b>	<b>Percentage of Students Meeting Achievement</b>
15	96-100
14	90-95
13	85-89
12	80-84
11	75-79
10	70-74
9	65-69
8	60-64
7	55-59
6	50-54
5	45-49
4	40-44
3	35-39
2	24-34
1	13-23
0	0-12

**E. PRINCIPAL IMPROVEMENT PLANS (PIP)**

1. A Principal Improvement Plan is a document that identifies needed areas of improvement, establishes 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 these areas.
2. Principal Improvement Plans will be given to all principals who have a HEDI composite rating of “Developing” or “Ineffective”. These Plans will be developed in collaboration with the evaluator, and the principal who is being given the plan.

Principal \_\_\_\_\_ Evaluator(s) \_\_\_\_\_ Effective Date of PIP \_\_\_\_\_  
 Subject/Grade Level \_\_\_\_\_ Score Breakdown \_\_\_\_\_ Composite Score \_\_\_\_\_  
 Date(s): Preconference \_\_\_\_\_ Observation(s) \_\_\_\_\_ Mentoring \_\_\_\_\_

Standards Chosen for Further Development	Action(s) to be Taken	Administrator’s Responsibilities	Principal’s Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Evaluator’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Representative/Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Or Principal’s Signature  
 Waiving Representation: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
**MPPR-Multidimensional Professional Performance Review (60 Points)**

<b>DOMAIN 1 – SHARED VISION OF LEARNING</b>						
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.						
XX out of SIX points			HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – vision and mission						
B. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – school improvement						
<b>Evidence:</b>						

<b>DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM</b>						
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.						
XX out of FIFTEEN points			HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – communication, collaboration, learning environment						
B. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – curricular program, meaning for students, approaches to supervise instruction & actions towards instructional time						
C. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – instructional and leadership capacity, approaches to technologies						
D. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – assessment, accountability and student achievement						
E. Strategic Planning Process (the implementation and stewardship of goals, decisions and actions) – monitoring/inquiry/ instructional program						
<b>Evidence:</b>						

<b>DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT</b>				
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning				

<b>environment.</b>				
<b>XX out of TWELVE points</b>	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>
<b>A. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – use of human, fiscal and technological resources, leadership</b>				
<b>B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – school safety</b>				
<b>C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – management &amp; operational systems</b>				
<b>D. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – time allocation</b>				
<b>Evidence:</b>				

<b>DOMAIN 4 - COMMUNITY</b>				
<b>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</b>				
<b>XX out of NINE points</b>	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>
<b>A. Strategic Planning Process: (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) – Inquiry, educational environment</b>				
<b>B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – community engagement</b>				
<b>C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – family and caregiver involvement</b>				
<b>Evidence:</b>				

<b>DOMAIN5 – INTEGRITY, FAIRNESS, ETHICS</b>				
<b>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</b>				
<b>XX out of SIX points</b>	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>
<b>A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and</b>				

improvements as the legacy of the future) – accountability academic & social, decision making, handling of mandates				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – self awareness, reflective practice, transparency and ethical behaviors, democracy, equity, diversity, individual needs of students				
<b>Evidence:</b>				

<b>DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT</b>				
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
XX out of THREE points	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – decisions affecting student learning from outside the school, emerging trends or initiatives				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – advocates				
<b>Evidence:</b>				

<b>DOMAIN 7 – GOAL * SETTING AND ATTAINMENT</b>				
XX out of NINE points	HE	E	D	I
A. Uncovering Goals – Align, Define				
B. Strategic Planning – Prioritize, Strategize				
C. Taking Action – Mobilize, Monitor, Refine				
D. Evaluating Attainment – Document Insights, Accomplishments, New questions, Implications for Moving Forward, Next Steps				
<b>Evidence:</b>				

\* See next page for details on goals

One or more ambitious and measurable goals:

Goal 1: Administrator’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 teacher’s granted versus denied tenure or
- Improvements in proficiency rating of the administrator on specific teacher effectiveness standards in the practice rubric

Goal 1: \_\_\_\_\_

Goal 2: shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance...)

Goal 2: \_\_\_\_\_

Growth Factor or SLO (25 OR 20)	Local Measure (20 OR 15)	MPPR Score (60)	Overall Composite Score	Overall Heidi Rating

**MPPR Overall**

Highly Effective	55-60	91-100
Effective	49-54.5	75-90
Developing	33-48	65-74
Ineffective	0-32	0-64

I have reviewed this document: \_\_\_\_\_  
 Evaluation conducted by \_\_\_\_\_

Date: \_\_\_\_\_

**MPPR - Point Distribution for Each Domain**

D1 6pts	HE	E	D	I
A	3	2.75	2.5	0
B	3	2.75	2.5	0

D3 12pts	HE	E	D	I
A	3	2.75	2.5	0
B	3	2.75	2.5	0
C	3	2.75	2.5	0
D	3	2.75	2.5	0

D5 6pts	HE	E	D	I
A	3	2.75	2.5	0
B	3	2.75	2.5	0

D6 3pts	HE	E	D	I
A	1.5	1.25	1	0
B	1.5	1.25	1	0

D7 9pts	HE	E	D	I
A	2.25	2	1.5	0
B	2.25	2	1.5	0
C	2.25	2	1.5	0
D	2.25	2	1.5	0

D2 15pts	HE	E	D	I
A	3	2.75	2.5	0
B	3	2.75	2.5	0
C	3	2.75	2.5	0
D	3	2.75	2.5	0
E	3	2.75	2.5	0

D4 9pts	HE	E	D	I
A	3	2.75	2.5	0
B	3	2.75	2.5	0
C	3	2.75	2.5	0

**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: 1/10/12



Teachers Union President Signature:      Date: 1/10/12



Administrative Union President Signature:      Date: 1/10/12



Board of Education President Signature:      Date: 1/10/12

