



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 27, 2012

Raymond Coluciello, Superintendent
City School District of Albany
Academy Park
Albany, NY 12207

Dear Superintendent Coluciello:

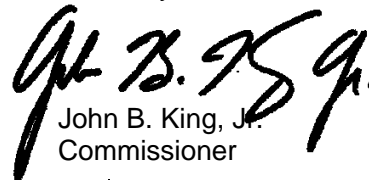
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Charles S. Dedrick

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Friday, June 08, 2012

Updated Friday, June 29, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 010100010000

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

010100010000

1.2) School District Name: ALBANY CITY SD

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

ALBANY CITY SD

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.

This plan is for the entire SIG district

1.4) Award Classification

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

-
- Model Induction (NYSED)
-

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?

First-time submission

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

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

Annual (2012-13)

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

Created Monday, June 11, 2012

Updated Wednesday, August 22, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point,

subcomponent. If needed, you may upload a table or graphic at 2.11, below.

we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

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

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <

18 0.9 1.1

19 1.1 1.3

20 1.3

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

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <

9 -0.9 -0.7

10 -0.7 -0.5

11 -0.5 -0.3

12 -0.3 -0.1

13 -0.1 0.1

14 0.1 0.3

15 0.3 0.5

16 0.5 0.7

17 0.7 0.9

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

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <

3 -2.1 -1.9

4 -1.9 -1.7

5 -1.7 -1.5
 6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

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

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 0 -2.5
 1 -2.5 -2.3
 2 -2.3 -2.1

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Measures of Academic Progress (Math)
1	District, regional, or BOCES-developed assessment	Measures of Academic Progress (Math)
2	District, regional, or BOCES-developed assessment	Measures of Academic Progress (Math)

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)
 Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average
 Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average
 Ineffective: Less than -2.1 standard deviations below average

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

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
18 0.9 1.1
19 1.1 1.3
20 1.3

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

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

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

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

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

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -2.5

1 -2.5 -2.3

2 -2.3 -2.1

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Albany District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Albany District Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	To assign teachers to HEDI categories the City School District of Albany will use the percentage of the teacher's assigned students reaching or exceeding the agreed upon goal/target for each individual student during the 2012-2013 academic school year. We will use the following cut points to assign teachers to categories: Highly Effective: 85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Effective: From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Developing: From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Ineffective: From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 18 85%-90% 19 91%-95% 20 96%-100%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 9 55%-58% 10 59%-62% 11 63%-65% 12 66%-68% 13 69%-71% 14 72%-74% 15 75%-77% 16 78%-80%

	17 81%-84%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 3 30%-33% 4 34%-37% 5 38%-41% 6 42%-45% 7 46%-50% 8 51%-54%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 0 0%-10% 1 11%-20% 2 21%-29%

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	Albany District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Albany District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Albany 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.	To assign teachers to HEDI categories the City School District of Albany will use the percentage of the teacher's assigned students reaching or exceeding the agreed upon goal/target for each individual student during the 2012-2013 academic school year. We will use the following cut points to assign teachers to categories: Highly Effective: 85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Effective: From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Developing: From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Ineffective: From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points

18 85%-90%
 19 91%-95%
 20 96%-100%

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

From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points
 9 55%-58%
 10 59%-62%
 11 63%-65%
 12 66%-68%
 13 69%-71%
 14 72%-74%
 15 75%-77%
 16 78%-80%
 17 81%-84%

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

From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points
 3 30%-33%
 4 34%-37%
 5 38%-41%
 6 42%-45%
 7 46%-50%
 8 51%-54%

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

From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points
 0 0%-10%
 1 11%-20%
 2 21%-29%

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	Albany District Developed Grade 9 Social Studies Assessment

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

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

<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 2.11, below.</p>	<p>To assign teachers to HEDI categories the City School District of Albany will use the percentage of the teacher's assigned students reaching or exceeding the agreed upon goal/target for each individual student during the 2012-2013 academic school year. We will use the following cut points to assign teachers to categories: Highly Effective: 85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Effective: From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Developing: From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Ineffective: From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p> <p>APPR Points 18 85%-90% 19 91%-95% 20 96%-100%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p> <p>APPR Points 9 55%-58% 10 59%-62% 11 63%-65% 12 66%-68% 13 69%-71% 14 72%-74% 15 75%-77% 16 78%-80% 17 81%-84%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p> <p>APPR Points 3 30%-33% 4 34%-37% 5 38%-41% 6 42%-45% 7 46%-50% 8 51%-54%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p> <p>APPR Points 0 0%-10% 1 11%-20% 2 21%-29%</p>

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.	To assign teachers to HEDI categories the City School District of Albany will use the percentage of the teacher's assigned students reaching or exceeding the agreed upon goal/target for each individual student during the 2012-2013 academic school year. We will use the following cut points to assign teachers to categories: Highly Effective: 85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Effective: From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Developing: From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Ineffective: From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 18 85%-90% 19 91%-95% 20 96%-100%
Effective (9 - 17 points) Results meet District goals for similar students.	From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 9 55%-58% 10 59%-62% 11 63%-65% 12 66%-68% 13 69%-71% 14 72%-74% 15 75%-77% 16 78%-80% 17 81%-84%
Developing (3 - 8 points) Results are below District goals for similar students.	From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points

3 30%-33%
 4 34%-37%
 5 38%-41%
 6 42%-45%
 7 46%-50%
 8 51%-54%

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

From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points
 0 0%-10%
 1 11%-20%
 2 21%-29%

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.

To assign teachers to HEDI categories the City School District of Albany will use the percentage of the teacher's assigned students reaching or exceeding the agreed upon goal/target for each individual student during the 2012-2013 academic school year. We will use the following cut points to assign teachers to categories:
 Highly Effective: 85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
 Effective: From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
 Developing: From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
 Ineffective: From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

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

85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points
 18 85%-90%
 19 91%-95%
 20 96%-100%

Effective (9 - 17 points) Results meet District goals for similar students.	From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 9 55%-58% 10 59%-62% 11 63%-65% 12 66%-68% 13 69%-71% 14 72%-74% 15 75%-77% 16 78%-80% 17 81%-84%
Developing (3 - 8 points) Results are below District goals for similar students.	From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 3 30%-33% 4 34%-37% 5 38%-41% 6 42%-45% 7 46%-50% 8 51%-54%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 0 0%-10% 1 11%-20% 2 21%-29%

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	Albany District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Albany District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Regents Examination for English and Composition

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.

<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 2.11, below.</p>	<p>To assign teachers to HEDI categories the City School District of Albany will use the percentage of the teacher's assigned students reaching or exceeding the agreed upon goal/target for each individual student during the 2012-2013 academic school year. We will use the following cut points to assign teachers to categories: Highly Effective: 85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Effective: From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Developing: From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Ineffective: From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p> <p>APPR Points 18 85%-90% 19 91%-95% 20 96%-100%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p> <p>APPR Points 9 55%-58% 10 59%-62% 11 63%-65% 12 66%-68% 13 69%-71% 14 72%-74% 15 75%-77% 16 78%-80% 17 81%-84%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p> <p>APPR Points 3 30%-33% 4 34%-37% 5 38%-41% 6 42%-45% 7 46%-50% 8 51%-54%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.</p> <p>APPR Points 0 0%-10% 1 11%-20% 2 21%-29%</p>

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
Art	District, Regional or BOCES-developed	Albany District Developed Grades K-12 Art assessment
Music	District, Regional or BOCES-developed	Albany District Developed Grades K-12 Music assessment
Physical Education	District, Regional or BOCES-developed	Albany District Developed Grades K-12 Physical Education assessment
Other Mathematics	District, Regional or BOCES-developed	Albany District Developed Grades 10-12 Math assessment
Other Science	District, Regional or BOCES-developed	Albany District Developed Grades 10-12 Science assessment
Other ELA	District, Regional or BOCES-developed	Albany District Developed Grades 11-12 ELA assessment
Other Social Studies	District, Regional or BOCES-developed	Albany District Developed Grades 10-12 Social Studies assessment
Foreign Language	District, Regional or BOCES-developed	Albany District Developed Grades 7-12 Foreign Language assessment
Health	District, Regional or BOCES-developed	Albany District Developed Grades 10-12 Health assessment
Family and Consumer Sciences	District, Regional or BOCES-developed	Albany District Developed Grades 6-12 Family and Consumer Sciences assessment
Career and Technology	District, Regional or BOCES-developed	Albany District Developed Grades 6-12 Career and Technology assessment
Business	District, Regional or BOCES-developed	Albany District Developed Grades 9-12 Business assessment
ESL	State Assessment	NYSESLAT
AIS - ELA - K-2, 9, 10, 12	State-approved 3rd party assessment	Measures of Academic Progress (ELA)
AIS - ELA - 3-8, 11	State Assessment	NYS Grades 3-8, 11 Assessment
AIS - Math - K-2	State-approved 3rd party assessment	Measures of Academic Progress (Math)
AIS - Math - 3-12	State Assessment	NYS Grades 3-9 Assessment
Comprehensive Development Skills Class for Multiply Disabled	State Assessment	NYS Alternate Assessment
All other courses not named above	District, Regional or BOCES-developed	Albany District Developed Grades 9-12 subject specific assessment

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

To assign teachers to HEDI categories the City School District of Albany will use the percentage of the teacher's assigned students reaching or exceeding the agreed upon goal/target for each individual student during the 2012-2013 academic school year. We will use the following cut points to assign teachers to categories:
Highly Effective: 85% or more of the teacher's students reach or

exceed the agreed upon goal/target for each individual student.
Effective: From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
Developing: From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
Ineffective: From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

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

85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points
18 85%-90%
19 91%-95%
20 96%-100%

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

From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points
9 55%-58%
10 59%-62%
11 63%-65%
12 66%-68%
13 69%-71%
14 72%-74%
15 75%-77%
16 78%-80%
17 81%-84%

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

From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points
3 30%-33%
4 34%-37%
5 38%-41%
6 42%-45%
7 46%-50%
8 51%-54%

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

From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points
0 0%-10%
1 11%-20%
2 21%-29%

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.

(No response)

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.

As growth targets are specific to the individual student no adjustments need to be made.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, June 11, 2012

Updated Wednesday, August 22, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

<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 3.3, below.</p>	<p>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (10.5) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average Ineffective: Less than -2.4 standard deviations below average</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 14 0.9 1.2 15 1.2</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 8 -0.9 -0.6 9 -0.6 -0.3 10 -0.3 0.0 11 0.0 0.3 12 0.3 0.6 13 0.6 0.9</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 3 -2.4 -2.1 4 -2.1 -1.8 5 -1.8 -1.5 6 -1.5 -1.2 7 -1.2 -0.9</p>

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 0 -3.0
 1 -3.0 -2.7
 2 -2.7 -2.4

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (10.5)
 Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average
 Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average
 Ineffective: Less than -2.4 standard deviations below average

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 14 0.9 1.2
 15 1.2

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
8 -0.9 -0.6
9 -0.6 -0.3
10 -0.3 0.0
11 0.0 0.3
12 0.3 0.6
13 0.6 0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.4 -2.1
4 -2.1 -1.8
5 -1.8 -1.5
6 -1.5 -1.2
7 -1.2 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -3.0
1 -3.0 -2.7
2 -2.7 -2.4

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

K	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.

<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>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</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>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 18 0.9 1.1 19 1.1 1.3 20 1.3</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9</p>

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 3 -2.1 -1.9
 4 -1.9 -1.7
 5 -1.7 -1.5
 6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 0 -2.5
 1 -2.5 -2.3
 2 -2.3 -2.1

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

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

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)
 Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average
Ineffective: Less than -2.1 standard deviations below average

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
18 0.9 1.1
19 1.1 1.3
20 1.3

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -2.5
1 -2.5 -2.3
2 -2.3 -2.1

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Highly Effective, those buildings who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 18 0.9 1.1 19 1.1 1.3 20 1.3</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Developing, those buildings who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further</p>

divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 3 -2.1 -1.9
 4 -1.9 -1.7
 5 -1.7 -1.5
 6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

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

Within the category of Ineffective, those buildings who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 0 -2.5
 1 -2.5 -2.3
 2 -2.3 -2.1

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

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

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

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

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign buildings to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)
 Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average
 Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average
 Ineffective: Less than -2.1 standard deviations below average

<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, those buildings who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p>
	<p>APPR Point \geq &lt; 18 0.9 1.1 19 1.1 1.3 20 1.3</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those buildings who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p>
	<p>APPR Point \geq &lt; 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those buildings who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p>
	<p>APPR Point \geq &lt; 3 -2.1 -1.9 4 -1.9 -1.7 5 -1.7 -1.5 6 -1.5 -1.3 7 -1.3 -1.1 8 -1.1 -0.9</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Ineffective, those buildings who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p>
	<p>APPR Point \geq &lt; 0 -2.5 1 -2.5 -2.3 2 -2.3 -2.1</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	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Global 2	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
American History	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign buildings to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Highly Effective, those buildings who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 18 0.9 1.1 19 1.1 1.3 20 1.3</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Effective, those buildings who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5</p>

16 0.5 0.7
17 0.7 0.9

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

Within the category of Developing, those buildings who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

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

Within the category of Ineffective, those buildings who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -2.5
1 -2.5 -2.3
2 -2.3 -2.1

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	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Earth Science	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Chemistry	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Physics	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point,

subcomponent. If needed, you may upload a table or graphic at 3.13, below.

we will use the following cut points to assign buildings to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

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

Within the category of Highly Effective, those buildings who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
18 0.9 1.1
19 1.1 1.3
20 1.3

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

Within the category of Effective, those buildings who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

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

Within the category of Developing, those buildings who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

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

Within the category of Ineffective, those buildings who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <

0 -2.5

1 -2.5 -2.3

2 -2.3 -2.1

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Geometry	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.	To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: APPR Point \geq < 18 0.9 1.1 19 1.1 1.3 20 1.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further

divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 9 -0.9 -0.7
 10 -0.7 -0.5
 11 -0.5 -0.3
 12 -0.3 -0.1
 13 -0.1 0.1
 14 0.1 0.3
 15 0.3 0.5
 16 0.5 0.7
 17 0.7 0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 3 -2.1 -1.9
 4 -1.9 -1.7
 5 -1.7 -1.5
 6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 0 -2.5
 1 -2.5 -2.3
 2 -2.3 -2.1

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	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.

<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>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</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>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 18 0.9 1.1 19 1.1 1.3 20 1.3</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 3 -2.1 -1.9 4 -1.9 -1.7 5 -1.7 -1.5 6 -1.5 -1.3</p>

7 -1.3 -1.1
8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -2.5
1 -2.5 -2.3
2 -2.3 -2.1

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
Art	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Music	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Physical Education	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Mathematics	4) State-approved 3rd party	Measures of Academic Progress (Math)
Science	4) State-approved 3rd party	Measures of Academic Progress (ELA)
ELA	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Social Studies	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Foreign Language	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Health	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Family and Consumer Sciences	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Career and Technology	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Business	4) State-approved 3rd party	Measures of Academic Progress (ELA)
ESL	4) State-approved 3rd party	Measures of Academic Progress (ELA)
AIS ELA K-12	4) State-approved 3rd party	Measures of Academic Progress (ELA)
AIS Math K-12	4) State-approved 3rd party	Measures of Academic Progress (Math)

CDS	4) State-approved 3rd party	Measures of Academic Progress (ELA)
All othe courses not named above	4) State-approved 3rd party	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 18 0.9 1.1 19 1.1 1.3 20 1.3</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point \geq &lt; 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9</p>

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

Within the category of Developing, those buildings who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

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

Within the category of Ineffective, those buildings who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -2.5
1 -2.5 -2.3
2 -2.3 -2.1

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.

(No response)

3.14) Locally Developed Controls

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

No Controls

3.15) Teachers with More Than One Locally Selected Measure

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

To combine multiple locally selected measures, we will take a population-weighted average of the measures. We will independently calculate value-added measures for each grade and subject area. We then average these measures employing statistical correction for

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, June 11, 2012

Updated Wednesday, August 22, 2012

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4.1) Teacher Practice Rubric

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

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

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

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?

No

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

Tenured Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

assets/survey-uploads/5091/141235-2UoxI2HPmn/Form 4_2_Points Within Other Measures.doc

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.

Scores will be developed from the classroom observation and the unannounced observation, Standards 2-5. A summative meeting at the end of the school year will assign points to standards 1, 6, and 7. The Subcomponent score, "other measures", will be weighted average of the rubric scores.

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.

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers rating as Highly Effective have achieved a weighted average of their rubric scores on the 7 sub-components of the NYSUT rubric that is at least a 3.5.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers rating as Effective have achieved a weighted average of their rubric scores on the 7 sub-components of the NYSUT rubric that is between 2.5 and 3.4.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers rating as Developing have achieved a weighted average of their rubric scores on the 7 sub-components of the NYSUT rubric that is between 1.5 and 2.4.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers rating as Ineffective have achieved a weighted average of their rubric scores on the 7 sub-components of the NYSUT rubric that is less than 1.5.

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	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	1* for first-year only
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 Monday, June 11, 2012

Updated Friday, June 29, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, June 13, 2012

Updated Thursday, July 05, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/142336-Df0w3Xx5v6/Part%206%20-%20TIP%20Plan\[1\]_1.docx](assets/survey-uploads/5265/142336-Df0w3Xx5v6/Part%206%20-%20TIP%20Plan[1]_1.docx)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Probationary teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may not appeal the APPR. A teacher improvement plan is not required for probationary teachers as such purpose is fulfilled by the APPR process.

Tenured teachers may only appeal the substance and rating, the adherence to the standards and methodologies required for such

review, adherence to commissioner's regulations, issuance and/or implementation of the terms of an improvement plan in connection with "Ineffective" and "Developing" determinations. The appeal must be submitted in writing to the APPR/PAR panel ("Appeals Panel") (or any future similarly configured panel/committee) within ten school days of the issuance of the APPR or implementation of a Teacher Improvement Plan ("TIP") and shall set forth the basis of the appeal. Tenured teachers may submit written rebuttals of determinations of "Effective" and "Highly Effective" if desired, but may not appeal such ratings.

The Appeals Panel shall consist of four members appointed by District and four members appointed by APSTA. The Appeals Panel may modify the TIP, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator (PAR trained or later agreed upon training) (not the original evaluator) and a consulting (PAR trained or later agreed upon training) teacher. In the event there is no majority opinion of the Appeals Panel, the APPR will be redone with an administrator (PAR trained or later agreed upon training) (not the original evaluator) and consulting (PAR trained or later agreed upon training) teacher conducting a joint APPR. Any new review will be completed within 30 days. The teacher may rebut this joint review in writing, but may not appeal the substance of the joint review.

The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the grievance procedure and is not subject to any appeal to the Commissioner of Education or courts. However, failure of either the District of Association to abide by the above agreed upon process is subject to the grievance procedure.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

TRAINING OF EVALUATORS

The District will ensure that all Evaluators/Lead Evaluators are properly trained and certified to complete an individual's performance review. This includes all certified administrators who typically conduct evaluations of teachers, the certified PAR consultant teachers, and the Superintendent's Cabinet members who are certified to evaluate principals and other administrators. Evaluator training will be conducted by appropriately qualified individual or entities. Evaluator training will be based upon the recommended SED model certification process.

The superintendent or designee will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The district will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with NYSUT and Capital Region BOCES. Certified evaluators will be monitored and recertified on a periodic basis to be determined by the district in collaboration with APSTA and APSAA.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommend in training for certified evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments/paired observation, and/or annual calibration sessions. In the case of evaluators who are conditionally or not-yet-certified the district will provide ongoing support and training.

This training will include the following Requirements for Certified Evaluators/CertifiedLead Evaluators:

- New York State Teaching Standards
- Evidence-based observations
- Application and use of Student Growth Percentile and/or Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instruction Reporting System
- Scoring methodology used to evaluate teachers and principals\Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

Evaluator Re-certification:

Evaluators will maintain their certification by quarterly TrueScore video re-calibration and a required quarterly follow-up PD. In lieu of one calibration video the administrator will perform one paired observation with the consent of the classroom teacher.

The district has the capacity and will offer intensive training for certification new evaluators.

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	Checked
--	---------

the classroom teacher's performance is being measured.	
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 Monday, June 11, 2012

Updated Wednesday, July 11, 2012

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

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

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

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

	PK-5
	PK-6
	PK-8
	6-8
	9-12
	(No response)
	(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	HEDI categories will be assigned using the percentage of students of the teachers reaching or exceeding the agreed upon goal/target for each individual student during the 2012-2013 academic schoolyear. We will use the following cut points to assign teachers to categories: Highly Effective: 85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Effective: From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Developing: From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. Ineffective: From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 18 85%-90% 19 91%-95% 20 96%-100%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 9 55%-58%

10 59%-62%
 11 63%-65%
 12 66%-68%
 13 69%-71%
 14 72%-74%
 15 75%-77%
 16 78%-80%
 17 81%-84%

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

From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points

3 30%-33%
 4 34%-37%
 5 38%-41%
 6 42%-45%
 7 46%-50%
 8 51%-54%

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

From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.

APPR Points

0 0%-10%
 1 11%-20%
 2 21%-29%

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, June 11, 2012

Updated Wednesday, August 22, 2012

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-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
PK-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
K-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)

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>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (10.5) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average Ineffective: Less than -2.4 standard deviations below average</p>
--	---

<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: APPR Point ³ < 14 0.9 1.2 15 1.2</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: APPR Point ³ < 8 -0.9 -0.6 9 -0.6 -0.3 10 -0.3 0.0 11 0.0 0.3 12 0.3 0.6 13 0.6 0.9</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: APPR Point ³ < 3 -2.4 -2.1 4 -2.1 -1.8 5 -1.8 -1.5 6 -1.5 -1.2 7 -1.2 -0.9</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: APPR Point ³ < 0 -3.0 1 -3.0 -2.7 2 -2.7 -2.4</p>

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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PK-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
PK-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
K-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)

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.	To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: APPR Point ³ < 18 0.9 1.1 19 1.1 1.3 20 1.3
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: APPR Point ³ < 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1

14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -.21 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point ³ <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -.21 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point ³ <
0 -2.5
1 -2.5 -2.3
2 -2.3 -2.1

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 Wednesday, June 27, 2012

Updated Thursday, July 12, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Local 60 points will be delineated using the MPPR evaluation tool, derived from the six ISLLC standards, through multiple school visits by the assigned evaluator with at least one being unannounced. Each of the six domains contained in the MPPR will have a total point value calculated from the point value for each subdomain. The 60 points will be computed by assigning the relative weight value for each subdomain and a final summative value from 0-60 will be assigned. The following depicts the point values associated with each of the six domains and the weighted subdomain values used for HEDI ratings in each domain:

Domain Points HEDI Weighted Subdomain Points

1 9 1a H-5.00 E- 4.75 D- 3.75 I- 0.00

1b H-4.00 E- 3.80 D- 3.75 I- 0.00

2 17 2a H-3.00 E- 2.85 D- 2.25 I- 0.00

2b H-6.00 E- 5.70 D- 4.50 I- 0.00

2c H-2.00 E- 1.90 D- 1.50 I- 0.00

2d H-3.00 E- 2.85 D- 2.25 I- 0.00

2e H-3.00 E- 2.85 D- 2.25 I- 0.00

3 15 3a H-5.00 E- 4.75 D- 3.75 I- 0.00

3b H-4.00 E- 3.80 D- 3.00 I- 0.00

3c H-3.00 E- 2.85 D- 2.25 I- 0.00

3d H-3.00 E- 2.85 D- 2.25 I- 0.00

4 9 4a H-5.00 E- 4.75 D- 3.75 I- 0.00

4b H-2.00 E- 1.90 D- 1.50 I- 0.00

4c H-2.00 E- 1.90 D- 1.50 I- 0.00

5 6 5a H-4.00 E- 3.80 D- 3.00 I- 0.00

5b H-2.00 E- 1.90 D- 1.50 I- 0.00

6 4 6a H-2.00 E- 1.90 D- 1.50 I- 0.00

6b H-2.00 E- 1.90 D- 1.50 I- 0.00

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Highly Effective shall receive a total point value for all six domain/subdomains 58-60 points
Effective: Overall performance and results meet standards.	Effective shall receive a total point value for all six domain/subdomains- 52-57 points
Developing: Overall performance and results need improvement in order to meet standards.	Developing shall receive a total point value for all six domain/subdomains - 42-51 points
Ineffective: Overall performance and results do not meet standards.	Ineffective shall receive a total point value for all six domain/subdomains - 0-41 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	52-57
Developing	42-51
Ineffective	0-41

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, July 01, 2012

Updated Thursday, July 12, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	58-60
Effective	52-57
Developing	42-51
Ineffective	0-41

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 11, 2012

Updated Thursday, July 12, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/141269-Df0w3Xx5v6/Principal Improvement Plan.pdf](assets/survey-uploads/5276/141269-Df0w3Xx5v6/Principal%20Improvement%20Plan.pdf)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals:

Principals may only appeal the substance and rating, the adherence to the standards and methodologies required for such review, adherence to commissioner's regulations, issuance and/or implementation of the terms of an improvement plan in connection with "Ineffective" and "Developing" determinations. The appeal must be submitted in writing to the APPR panel ("Appeals Panel") (or any future similarly configured panel/committee) within ten school days of the issuance of the APPR or implementation of a Principal Improvement Plan ("PIP") and shall set forth the basis of the appeal. Principals may submit written rebuttals of determinations of

“Effective” and “Highly Effective” if desired, but may not appeal such ratings.

The Appeals Panel shall consist of two members appointed by District and two members appointed by APSAA. The Appeals Panel may modify the APPR and/or PIP, set aside the rating, uphold the rating and/or call for a new review conducted by a trained non bargaining unit administrator (not the original evaluator) and a trained consulting principal. In the event there is no majority opinion of the Appeals Panel, the APPR will be redone with a trained non bargaining unit administrator (not the original evaluator) and a trained consulting principal conducting a joint APPR. Any new review will be completed within 30 days. The principal may rebut this joint review in writing, but may not appeal the substance of the joint review.

The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the grievance procedure and is not subject to any appeal to the Commissioner of Education or courts. However, failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

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.

Learner Centered Initiatives (LCI), authors of the Multi Dimensional Principal Performance Rubric (MPPR), will conduct a comprehensive 2 day training institute in order to certify lead evaluators to conduct evaluations using the MPPR evaluation tool. The training will include an understanding of each of the MPPR domains/subdomains and alignment with the ISLLC standards, evidence to support ratings, evaluation cycle, calculation of points including composite ratings that will assign principals to a HEDI category. In order to ensure Inter-rater reliability, lead evaluators will work as a group to collaboratively view sample observations in order to calibrate evidence, process and scoring. Lead evaluators will participate in quarterly professional development conducted by LCI throughout the 2012-2013 school year which will lead to re-certification by July 1, 2013. Additionally, all lead evaluators will participate in training for the locally selected measure - (NWEA) and SLOs which will include scoring methodology for deriving principal's overall rating.

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, Checked as well as the composite rating, as per NYSED requirements.

12. Joint Certification of APPR Plan

Created Wednesday, August 22, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/166149-3Uqgn5g9Iu/Joint Certification APPR 8.22.12.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Form 4.2) Points within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

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

Probationary Teachers - Year 1

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	13
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	16

Probationary Teachers - Years 2 and 3

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

Average Weighted Rubric Score	
Composite Score	

Total Points	Overall Rating
---------------------	-----------------------

Total Average Rubric Score	Conversion score for 60 point Sub-Component
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24

0	Ineffective
1	Ineffective
2	Ineffective
3	Ineffective
4	Ineffective
5	Ineffective
6	Ineffective
7	Ineffective
8	Ineffective
9	Ineffective
10	Ineffective
11	Ineffective
12	Ineffective
13	Ineffective
14	Ineffective
15	Ineffective
16	Ineffective
17	Ineffective
18	Ineffective
19	Ineffective
20	Ineffective
21	Ineffective
22	Ineffective
23	Ineffective
24	Ineffective
25	Ineffective

1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5

26	Ineffective
27	Ineffective
28	Ineffective
29	Ineffective
30	Ineffective
31	Ineffective
32	Ineffective
33	Ineffective
34	Ineffective
35	Ineffective
36	Ineffective
37	Ineffective
38	Ineffective
39	Ineffective
40	Ineffective
41	Ineffective
42	Ineffective
43	Ineffective
44	Ineffective
45	Ineffective
46	Ineffective
47	Ineffective
48	Ineffective
49	Ineffective
50	Ineffective
51	Ineffective
52	Ineffective
53	Ineffective
54	Ineffective
55	Ineffective
56	Ineffective

2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60

57	Ineffective
58	Ineffective
59	Ineffective
60	Ineffective
61	Ineffective
62	Ineffective
63	Ineffective
64	Ineffective
65	Developing
66	Developing
67	Developing
68	Developing
69	Developing
70	Developing
71	Developing
72	Developing
73	Developing
74	Developing
75	Effective
76	Effective
77	Effective
78	Effective
79	Effective
80	Effective
81	Effective
82	Effective
83	Effective
84	Effective
85	Effective
86	Effective
87	Effective

88	Effective
89	Effective
90	Effective
91	Highly Effective
92	Highly Effective
93	Highly Effective
94	Highly Effective
95	Highly Effective
96	Highly Effective
97	Highly Effective
98	Highly Effective
99	Highly Effective
100	Highly Effective

Part 6

Teacher Improvement Plans

A TIP must be initiated whenever a teacher receives a composite rating of “developing” or “ineffective” as delineated by the HEDI scoring bands on their annual evaluation using the NYSUT Teacher Practice Rubric.

Process (see Appendix V)

- Identified Teacher would be notified by the District in writing that based on evaluation outcomes a TIP would be developed within 10 work days of receipt of letter.
- The District must contact the APSTA President to inform them of a member being placed on a TIP.
- Identified Teacher would be contacted by the Peer Assistance and Review (PAR) consulting teacher.
- PAR consulting teacher would work with Administration and member in the development of the TIP.
- Utilization of Appendix V and VI in the APSTA /Collective Bargaining Agreement.
- The Administrator and the Teacher will organize follow-up meetings to review progress and document same on a progress log.

Contents: Each TIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement

The timing of each TIP shall be in place no later than ten (10) work days (within the school year) after teachers are notified of a developing or ineffective rating.

TEACHER ASSISTANCE ACTION PLAN

Employee:

School:

Administrator(s)

Date:

Statement of the Problem/Concern	Goal(s)	Strategies and Resources Needed to Meet Goal(s)	Evidence of Completion	Completion Date
<p>Areas <i>not</i> meeting professional objectives as detailed in the Annual Professional Performance Review Plan:</p>				

Signatures:

Teacher

Date

Administrator

Date

Administrator

Date

Administrator

Date

Union Representative

Date

Union Representative

Date

Principal Improvement Plan (PIP)

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. Both the principal and the superintendent shall meet for an evaluation conference by no later than June 30th of the school year where the *developing or ineffective* evaluation is discussed. A PIP shall be designed by the principal and the superintendent in collaboration with the president of the APSAA or his/her designee over the course of the summer.

The PIP must be in place no later than September 10 of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

The principal must be offered the opportunity for a peer mentor chosen from APSAA. The principal will select the mentor, subject to the approval of the Superintendent and the APSAA President. The mentor and the principal will collaborate during the first quarter. All dealings between the mentor and the principal will be confidential.

After the first quarter of principal/mentor collaboration, the Superintendent will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the PIP goals are met, it will terminate. If the goals of the PIP have not been fully met, the District may deem the PIP unsuccessful, modify and continue the PIP, or evaluate other options. The culmination of the PIP will be communicated in writing to the principal. Both parties will sign the PIP at the end of the school year.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Association according to these guidelines for the subsequent school year.

Any PIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESOURCES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.

- IV. **RESPONSIBILITIES:** Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

- 1. Student Performance and/or Engagement
- 2. Supervision of Staff
- 3. Fiscal Management
- 4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED ACTIVITIES

List of specific activities related to targeted goals identified in Section I

IV. RECOMMENDED RESOURCES

- 1. List specific materials, people, workshop to be used to support the PIP
- 2. Identify the instrument or rubrics used to monitor progress
- 3. Danielson video or online PD (*Educational Impact or ASCD*)

V. EVIDENCE OF ACHIEVEMENT

- 1. Identify how progress will be measured and assessed
- 2. Specify next steps to be taken based upon progress or lack thereof

VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

- 1. Identify dates for school visitations consistent with APPR Plan
- 2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
- 3. Identify dates for quarterly assessment of overall progress

PIP Administrator

Date

Superintendent

Date

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

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

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

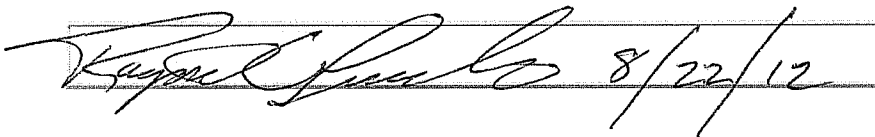
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

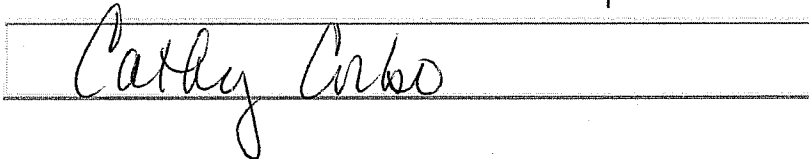
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

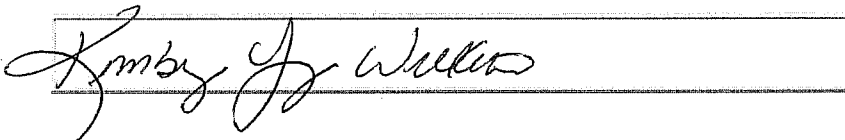
Superintendent Signature: Date:

 8/22/12

Teachers Union President Signature: Date: 8/22/12



Administrative Union President Signature: Date: 8.22.12



Board of Education President Signature: Date: 8/22/12

