



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 28, 2012

Kevin Shanley, Superintendent
Akron Central School District
47 Bloomingdale Avenue
Akron, NY 14001

Dear Superintendent Shanley:

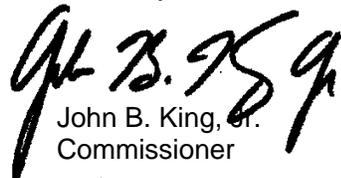
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification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

c: Donald A Ogilvie

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, May 11, 2012

Updated Friday, August 17, 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 : 142101040000

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

142101040000

1.2) School District Name: AKRON CSD

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

AKRON CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

-
- Performance Improvement Grant
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 03, 2012

Updated Monday, August 27, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Akron CSD-developed Grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Akron CSD-developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Akron CSD-developed Grade 2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	Please see uploaded HEDI SLO growth chart at 2.11
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	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.	Please see uploaded HEDI SLO growth chart at 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth chart at 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth chart at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth chart at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see uploaded HEDI SLO growth chart at 2.11

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	Akron CSD-developed Grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Akron CSD-developed Grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Akron CSD-developed Grade 8 social studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Please see uploaded HEDI SLO growth chart at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11

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	Akron CSD-developed Global I assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see uploaded HEDI SLO growth chart at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11

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.	Please see uploaded HEDI SLO growth chart at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11

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.	Please see uploaded HEDI SLO growth chart at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11

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	Akron CSD-developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Akron CSD-developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Regents ELA 11 assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Please see uploaded HEDI SLO growth chart at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11

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
9-12 Music Theory	District, Regional or BOCES-developed	Akron CSD developed 9-12 music theory assessment
9-12 grade Vocal Jazz	District, Regional or BOCES-developed	Akron CSD developed 9-12 grade vocal jazz assessment
K-8 General Music	District, Regional or BOCES-developed	Akron CSD developed K-8 general music assessment
K-5 Art	District, Regional or BOCES-developed	Akron CSD developed K-5 art assessment
K-12 Physical Education	District, Regional or BOCES-developed	Akron CSD developed K-12 physical education assessment
6-8 Art	District, Regional or BOCES-developed	Akron CSD developed 6-8 art assessment
6-8 Career and Life Skills	District, Regional or BOCES-developed	Akron CSD developed 6-8 career and life skills assessment
6-8 Technology	District, Regional or BOCES-developed	Akron CSD developed 6-8 technology assessment
6-8 General Music	District, Regional or BOCES-developed	Akron CSD developed 6-8 general music assessment

6-8 Band	District, Regional or BOCES-developed	Akron CSD developed 6-8 band assessment
6-8 Orchestra	District, Regional or BOCES-developed	Akron CSD developed 6-8 orchestra assessment
7-8 Spanish	District, Regional or BOCES-developed	Akron CSD developed 7-8 spanish assessment
7-8 Health	District, Regional or BOCES-developed	Akron CSD developed 7-8 health assessment
12:1:1 Special Education	State-approved 3rd party assessment	STAR Reading Enterprise and STAR Math Enterprise
12th grade Economics	District, Regional or BOCES-developed	Akron CSD developed 12th grade economics assessment
12th grade Participation in Government	District, Regional or BOCES-developed	Akron CSD developed 12th grade participation in government assessment
11th grade AP U.S. History	District, Regional or BOCES-developed	Akron CSD developed 11th grade AP U.S. history assessment
11th grade Science in Society	District, Regional or BOCES-developed	Akron CSD 11th grade developed science in society 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.	Please see uploaded HEDI SLO growth chart at 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded HEDI SLO growth chart at 2.11

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)

<assets/survey-uploads/5364/124553-avH4IQNZMh/All other courses form 2.10 Growth-revised2.doc>

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/124553-TXEttx9bQW/Akron 2.11 HEDI Scale for 20 Point Growth Score \(teachers\) final-revised.docx](assets/survey-uploads/5364/124553-TXEttx9bQW/Akron 2.11 HEDI Scale for 20 Point Growth Score (teachers) final-revised.docx)

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, May 03, 2012

Updated Monday, August 27, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading
5	4) State-approved 3rd party assessments	STAR Reading
6	4) State-approved 3rd party assessments	STAR Reading
7	4) State-approved 3rd party assessments	STAR Reading
8	4) State-approved 3rd party assessments	STAR Reading

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Please see attached graphic at 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math
5	4) State-approved 3rd party assessments	STAR Math
6	4) State-approved 3rd party assessments	STAR Math
7	4) State-approved 3rd party assessments	STAR Math
8	4) State-approved 3rd party assessments	STAR 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.	Please see attached graphic at 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.3

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.3

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124569-rhJdBgDruP/Akron 3.3 HEDI Scale for 15 Point Local Measures for Teachers in Grades 4-8 ELA and Math final_1.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy
1	4) State-approved 3rd party assessments	STAR Early Literacy
2	4) State-approved 3rd party assessments	STAR Early Literacy
3	4) State-approved 3rd party assessments	STAR Early Reading

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attached graphic at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

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	STAR Math
1	4) State-approved 3rd party assessments	STAR Math
2	4) State-approved 3rd party assessments	STAR Math
3	4) State-approved 3rd party assessments	STAR 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.	Please see attached graphic at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Grade 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Grade 7 Science assessment
8	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Grade 8 Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attached graphic at 3.13
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Grade 6 Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Grade 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Grade 8 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attached graphic at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	Akron CSD-developed American History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attached graphic at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attached graphic at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Algebra assessment
Geometry	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Akron CSD-developed Algebra 2 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attached graphic at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	District-developed assessment 9th grade ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District-developed assessment 10th grade ELA
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District-developed assessment 11th grade EL

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attached graphic at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

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
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9-12 Music Theory	5) District/regional/BOCES–developed	Akron CSD developed 9-12 music theory assessment
9-12 Vocal Jazz	5) District/regional/BOCES–developed	Akron CSD developed 9-12 vocal jazz assessment
K-8 General Music	5) District/regional/BOCES–developed	Akron CSD developed K-8 general music assessment
K-5 Art	5) District/regional/BOCES–developed	Akron CSD developed K-5 art assessment
K-12 Physical Education	5) District/regional/BOCES–developed	Akron CSD developed K-12 physical education assessment
6-8 Art	5) District/regional/BOCES–developed	Akron CSD developed 6-8 art assessment
6-8 Career and Life Skills	5) District/regional/BOCES–developed	Akron CSD developed 6-8 career and life skills assessment
6-8 Technology	5) District/regional/BOCES–developed	Akron CSD developed 6-8 technology assessment
6-8 General Music	5) District/regional/BOCES–developed	Akron CSD developed 6-8 general music assessment
6-8 Band	5) District/regional/BOCES–developed	Akron CSD developed 6-8 band assessment
6-8 Orchestra	5) District/regional/BOCES–developed	Akron CSD developed 6-8 orchestra assessment
7-8 Spanish	5) District/regional/BOCES–developed	Akron CSD developed 7-8 spanish assessment
7-8 Health	5) District/regional/BOCES–developed	Akron CSD developed 7-8 health assessment
12:1:1 Special Education	4) State-approved 3rd party	STAR Reading Enterprise and STAR Math Enterprise
12th grade Economics	5) District/regional/BOCES–developed	Akron CSD developed 12th grade economics assessment
12th grade Participation in Government	5) District/regional/BOCES–developed	Akron CSD developed 12th grade participation in government assessment
11th grade AP U.S. History	5) District/regional/BOCES–developed	Akron CSD developed 11th grade AP U.S. history assessment
11th grade Science in Society	5) District/regional/BOCES–developed	Akron CSD developed 11th grade science in society assessment

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

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

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.	Please see attached graphic at 3.13
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Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic at 3.13

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)

assets/survey-uploads/5139/124569-Rp0Ol6pk1T/All other courses form question 3.12 local measures-revised2.doc

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124569-y92vNseFa4/Akron 3.13 HEDI Scale for 20 Point Local Measures Score (teachers) final-revised.docx

3.14) Locally Developed Controls

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

None

3.15) Teachers with More Than One Locally Selected Measure

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

Please see attached at 3.13

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, May 14, 2012

Updated Friday, July 06, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Thoughtful Classroom Teacher Effectiveness Framework

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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)

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.

Please see attached.

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

assets/survey-uploads/5091/129173-eka9yMJ855/Other 60 Measures of Effectiveness (teachers) process for assigning points final.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Strong commitment to effective instruction that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Effective: Overall performance and results meet NYS Teaching Standards.	Clear commitment to effective instruction. The teacher applies relevant instructional practices that have a positive impact on student learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Initial commitment to effective instruction. The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Minimal or no commitment to effective instruction. Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	50-54
Developing	45-49
Ineffective	0-44

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	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

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

-
- In Person
-

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

-
- 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 Friday, July 06, 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	55-60
Effective	50-54
Developing	45-49
Ineffective	0-44

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, July 06, 2012

Updated Monday, July 09, 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/5265/149123-Df0w3Xx5v6/TIP Language and Form final.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

This Agreement is made by and between the Akron Central School District ("District") and the Akron Faculty Association ("Association"), collectively referred to herein as the "Parties".

In order to implement the requirements of N.Y. Education Law § 3012-c, the District and the Association hereby agree as follows:

1. Where and to the extent applicable as determined by the District, the APPR shall be a factor for employment decisions and teacher development. All decisions regarding selection of persons for hire, promotion, retention, tenure determination, and termination are

reserved to the discretion of the District, and any such decisions, and any decisions or actions made or taken under this section, shall be exempt from and not subject to the grievance and arbitration provisions of the Collective Negotiations Agreement (“Agreement”) between the District and the Association, teachers choosing to enter into the appeals process shall waive their rights of protection to article 14.5 of the Collective Bargaining Agreement, and nothing herein shall be construed to affect the statutory right of the District to terminate a probationary teacher or to restrict the District’s discretion in making a tenure determination pursuant to the law.

2. This appeal provision is limited to unit members who are covered by N.Y. Education Law § 3012 (“Covered Unit Members” or “teacher”).

a. A Covered Unit Member may challenge only the substance of an APPR, the District’s adherence to the standards and methodologies required for such review, the District’s compliance with its procedures and timelines for conducting the APPR, and the issuance and the regulations of the Commissioner and/or implementation of a teacher improvement plan. Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

b. The challenge must be submitted within fifteen (15) school days of the issuance of the Annual Professional Performance Review which is the subject of the challenge, or other act complained of, or it is deemed waived.

c. The Administrator will schedule a meeting to discuss the challenge within five (5) school days. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen (15) school days of the meeting, the Administrator conducting the Annual Professional Performance Review shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the District’s response and are relevant to the resolution of the appeal. For a teacher who received a rating of highly effective or effective, the Administrator’s determination shall be final; if that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

d. If a Covered Unit Member received a rating of ineffective or developing and disagrees with the Administrator’s response to the challenge, the teacher may submit the challenge, the Administrator’s response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven (7) school days of receipt of the Administrator’s response. A meeting will be scheduled to discuss the appeal within five (5) school days of receipt of the disagreement. At the conclusion of that meeting the Superintendent will render a decision. If the teacher disagrees with the Superintendent’s decision the Teacher may appeal the decision to an appeals panel consisting of 2 teachers selected by the Administrators from a list of teachers approved and submitted in September by the AFA Executive Board (possibly a list of six (6) teachers from each building for a total of eighteen (18) teachers) and 2 Administrators selected by the AFA Executive Board. Neither can be the Administrator responsible for the observation components. Any Administrator selected must serve on the panel. The Teacher and Administrator conducting the APPR review have the right to present their supporting documentation in person to the appeal panel. Three (3) out of four (4) of the panel members must agree on the decision within ten (10) school days and it will be final. In the event of a 2/2 split decision by the panel, within five (5) school days, a neutral hearing officer will be mutually selected by the Superintendent and the Teacher filing the appeal, from a pre-approved list created by the District and the AFA. Any cost for a fee shall be split between the District and the AFA. The Teacher and Administrator conducting the APPR review shall have the right to present their supporting documentation in person to the hearing officer. The hearing officer must render a final decision within ten (10) school days of the split decision.

e. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section. The teacher retains any defenses he or she may have in the event the APPR is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District’s non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal under this section, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

f. Any TIP that was implemented as a result of an APPR that is subsequently modified as a result of the challenge process in this Memorandum of Agreement shall be modified to reflect any change in the APPR as a result of that process.

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.

1.) Lead evaluators have been trained via BOCES Regional workshops and through Akron CSD clinical supervision and common language of instruction training. BOCES workshops covered all nine certification criteria and consisted of twenty hours of training conducted throughout the 2011-2012 school year.

2.) Akron CSD clinical supervision and common language of instruction training was provided by Interim Superintendent of Schools,

Dennis D. Ford throughout the 2011-2012 school year. All district administrators, and approximately thirty teacher mentors/coaches, attended twenty hours of training that provided a common language of instructional practice aligned to the Thoughtful Classroom Teacher Effectiveness Framework. Additionally, to ensure inter-rater reliability each participant videotaped themselves teaching a classroom lesson and as a group we analyzed the lessons utilizing evidence-based observation and clinical supervision techniques. More specifically, selected videos and/or segments of videos were reviewed, anecdotally recorded, labeled, grouped, and discussed in the context of the common language of instruction/rubric. To ensure inter-rater reliability participants observed multiple model post-observation conferences using evidence-based clinical supervision techniques.

3.) During the summer of 2012 the district will contract with Silver Strong and Associates to provide additional inter-rater reliability training specific to the Thoughtful Classroom Teacher Effectiveness Framework. All administrators/lead evaluators will attend.

4.) Trained administrators and teacher leaders will provide common language of instruction training to the Akron CSD faculty members aligned to the Thoughtful Classroom Teacher Effectiveness Framework.

5.) Recertification for lead evaluators will occur annually through BOCES regional meetings, the district's rubric provider and central office administrators.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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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):

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
(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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: 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, July 02, 2012

Updated Friday, July 06, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	STAR Early Literacy/Reading
K-5	(d) measures used by district for teacher evaluation	STAR Math
6-8	(d) measures used by district for teacher evaluation	STAR Reading
6-8	(d) measures used by district for teacher evaluation	STAR Math
9-12	(f) % of students with advanced Regents or honors	State Regents Assessments
(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 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.	Please see attached graphic and charts below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic and charts below.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic and charts below.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic and charts below.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached graphic and charts below.

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

(No response)

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

assets/survey-uploads/5366/147937-qBFVOWF7fC/8.1 Local 15 - Principals.pdf

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

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

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

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

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

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

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

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

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

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

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

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

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State

Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
(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)
(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 growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

Please see HEDI charts in 8.1

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 Thursday, July 05, 2012

Updated Friday, July 06, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(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.

Please see attached.

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

assets/survey-uploads/5143/148914-pMADJ4gk6R/Akron Principals other 60 APPR.pdf

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

Highly Effective: Overall performance and results exceed standards.	Please see attached.
Effective: Overall performance and results meet standards.	Please see attached.
Developing: Overall performance and results need improvement in order to meet standards.	Please see attached.
Ineffective: Overall performance and results do not meet standards.	Please see attached.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	50-54
Developing	45-49
Ineffective	0-44

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 Friday, July 06, 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	55-60
Effective	50-54
Developing	45-49
Ineffective	0-44

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 Friday, July 06, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/149237-Df0w3Xx5v6/Principals' PIP Language and Form final.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:

CHALLENGES IN AN APPEAL:

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

- (1) The substance of the annual professional performance review;*
- (2) The school district's adherence to the standards and methodologies required for such reviews;*
- (3) The adherence to Commissioner's Regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*

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

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

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

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIMEFRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- b. The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION

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

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

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

appeals related to a professional performance review and/or improvement plan.

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
3. The district and unit agree that hearing officers shall be paid no more than \$500 for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

- 1.) Lead evaluators have been trained via BOCES Regional workshops and through Akron CSD clinical supervision and common language of instruction training. BOCES workshops covered all nine certification criteria and consisted of twenty hours of training conducted throughout the 2011-2012 school year.
- 2.) Akron CSD clinical supervision and common language of instruction training was provided by Interim Superintendent of Schools, Dennis D. Ford throughout the 2011-2012 school year. All district administrators, and approximately thirty teacher mentors/coaches, attended twenty hours of training that provided a common language of instructional practice aligned to the Thoughtful Classroom Teacher Effectiveness Framework. Additionally, to ensure inter-rater reliability each participant videotaped themselves teaching a classroom lesson and as a group we analyzed the lessons utilizing evidence-based observation and clinical supervision techniques. More specifically, selected videos and/or segments of videos were reviewed, anecdotally recorded, labeled, grouped, and discussed in the context of the common language of instruction/rubric. To ensure inter-rater reliability participants observed multiple model post-observation conferences using evidence-based clinical supervision techniques.
- 3.) During the summer of 2012 the district will contract with Silver Strong and Associates to provide additional inter-rater reliability training specific to the Thoughtful Classroom Teacher Effectiveness Framework. All administrators/lead evaluators will attend.
- 4.) Trained administrators and teacher leaders will provide common language of instruction training to the Akron CSD faculty members aligned to the Thoughtful Classroom Teacher Effectiveness Framework.
- 5.) Recertification for lead evaluators will occur annually through BOCES regional meetings, the district's rubric provider and central office administrators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
---	---------

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
--	---------

12. Joint Certification of APPR Plan

Created Friday, June 22, 2012

Updated Monday, August 27, 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/5581/144991-3Uqgn5g9Iu/Joint certification sub#2.pdf](assets/survey-uploads/5581/144991-3Uqgn5g9Iu/Joint%20certification%20sub#2.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 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
AP Environmental Science gr.11-12	District, Regional or BOCES developed	Akron CSD developed AP environmental science gr.11-12 assessment
AP Biology gr.11-12	District, Regional or BOCES developed	Akron CSD developed AP biology gr.11-12 assessment
AP Physics gr.11-12	District, Regional or BOCES developed	Akron CSD developed AP physics assessment
Math Applications gr.11-12	District, Regional or BOCES developed	Akron CSD developed math applications gr.11-12 assessment
Pre-Calculus gr.11-12	District, Regional or BOCES developed	Akron CSD developed pre-calculus gr.11-12 assessment
AP Calculus gr. 12	District, Regional or BOCES developed	Akron CSD developed AP calculus gr. 12 assessment
Intermediate Algebra gr.11-12	District, Regional or BOCES developed	Akron CSD developed intermediate algebra gr. 11-12 assessment
AP English gr. 12	District, Regional or BOCES developed	Akron CSD developed AP English gr. 12 assessment
Theatre gr. 12	District, Regional or BOCES developed	Akron CSD developed theatre gr. 12 assessment
Public Speaking gr. 12	District, Regional or BOCES developed	Akron CSD developed public speaking gr. 12 assessment
Film & Literature gr. 12	District, Regional or BOCES developed	Akron CSD developed Film & Literature gr. 12 assessment
Rebels & Misfits gr. 12	District, Regional or BOCES developed	Akron CSD developed Rebels & Misfits gr. 12 assessment
Spanish II gr. 9	District, Regional or BOCES developed	Akron CSD developed Spanish II gr. 9 assessment
Spanish III gr. 10	District, Regional or BOCES developed	Akron CSD developed

		Spanish III gr. 10 assessment
Spanish IV gr. 11	District, Regional or BOCES developed	Akron CSD developed Spanish IV gr. 11 assessment
Spanish V gr. 12	District, Regional or BOCES developed	Akron CSD developed Spanish V gr. 12 assessment
Studio in Art gr. 9-12	District, Regional or BOCES developed	Akron CSD developed studio in art gr. 9-12 assessment
Traditional Media I gr. 9-12	District, Regional or BOCES developed	Akron CSD developed traditional gr. 9-12 media I assessment
Traditional Media II gr. 9-12	District, Regional or BOCES developed	Akron CSD developed traditional media II gr. 9-12 assessment
Digital Media I gr. 9-12	District, Regional or BOCES developed	Akron CSD developed digital media I gr. 9-12 assessment
Digital Media II gr. 9-12	District, Regional or BOCES developed	Akron CSD developed digital media II gr. 9-12 assessment
World of Technology gr. 9-12	District, Regional or BOCES developed	Akron CSD developed world of technology gr. 9-12 assessment
Engineering Design gr. 9-12	District, Regional or BOCES developed	Akron CSD developed civil engineering gr. 9-12 assessment
Civil Engineering gr. 9-12	District, Regional or BOCES developed	Akron CSD developed civil engineering gr. 9-12 assessment
Electricity gr. 9-12	District, Regional or BOCES developed	Akron CSD developed electricity gr. 9-12 assessment
Woods gr. 9-12	District, Regional or BOCES developed	Akron CSD developed woods gr. 9-12 assessment
Design Drawing and Production gr. 9-12	District, Regional or BOCES developed	Akron CSD developed design drawing and production gr. 9-12 assessment
9-12 Health	District, Regional or BOCES developed	Akron CSD developed health gr. 9-12 assessment

9-12 Band	District, Regional or BOCES developed	Akron CSD developed band gr. 9-12 assessment
9-12 Chorus	District, Regional or BOCES developed	Akron CSD developed chorus gr. 9-12 assessment
9-12 Orchestra	District, Regional or BOCES developed	Akron CSD developed orchestra gr. 9-12 assessment
9-12 Wind Ensemble	District, Regional or BOCES developed	Akron CSD developed wind ensemble gr. 9-12 assessment

Attachment for 2.11: Akron CSD HEDI Scale for 20 Point Growth Score (Teachers)

				71%-75%	17		
				66%-70%	16		
				61%-65%	15		
		32%-35%	8	56%-60%	14		
		28%-31%	7	52%-55%	13		
		24%-27%	6	48%-51%	12		
8%-11%	2	20%-23%	5	44%-47%	11	93%-100%	20
4%-7%	1	16%-19%	4	40%-43%	10	88%-92%	19
0%-3%	0	12%-15%	3	36%-39%	9	76%-87%	18
Ineffective		Developing		Effective		Highly Effective	

Results are well below District goal of 75% of students meeting their target score

Results are below District goal of 75% of students meeting their target score

Results are in-line with District goal of 75% of students meeting their target score

Results exceed District goal of 75% of students meeting their target score

Process for Assigning Points:

- Akron CSD has adopted generic growth expectations for all grades and subjects with the bar set at 75% for the percent of students who must meet their SLO targets in order for the teacher to receive the maximum number of points within the Effective range.
- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see above chart).
- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score. See example below.

	SLO 1	SLO 2
Step 1: Assess results of each SLO separately	16/20 points	11/20 points
Step 2: Weight each SLO proportionately	Covers 60/110 students or 55% of overall students	Covers 50/110 students or 45% of overall students
Step 3: Calculate proportional points for each SLO	16 points x 55% = 9 points	11 points x 45% = 5 points
Overall Growth Score = 14 points		

Other Measures of Effectiveness (60 points)
Process for Assigning Points

Announced Observation Total = 24 points:

Pre-Observation Conference—4 points

Teachers complete Pre-Conference Questionnaire containing:

- Behavioral objective (1 point)
- Dimensions/Indicators (from rubric) to be observed (1 point)
- Process for assessing student learning and checking for understanding (1 point)
- Learning activities and sequence of lesson (1 point)

Observation—16 points

- Teacher will be assessed on sixteen (16) performance indicators from Dimensions five (5) through nine (9) on The Thoughtful Classroom Teacher Effectiveness Framework that assess the seven (7) NYS Teaching Standards. Indicators will be mutually agreed upon by the teacher and administrator during the pre-conference. The basis for the determination will be the sequence and placement within the series of learning episodes.
- Each performance indicator will receive a score of one (1) or zero (0) points. Using the definitions of The Thoughtful Classroom Teacher Effectiveness Framework, one (1) point indicates that sufficient evidence was gathered in the evidence-based anecdotal record to ensure proficient (effective) or expert (highly effective) implementation of the performance indicators. A score of zero (0) indicates novice (ineffective) or developing (developing) performance as defined by the rubric.

Post-observation—4 points

We feel it is imperative to not ignore the formative responsibilities of instructional supervisors. Therefore, using ideas generated by The Thoughtful Classroom Teacher Effectiveness Framework, the observer will conduct a post-conference following the observation of classroom lessons. Prior to the post-conference, teachers will complete a post-conference form using the labeled evidence-based anecdotal record provided by the administrator at least one (1) school day before the post-conference. Using the completed teacher form and the labeled evidence-based anecdotal record, this portion of the post-conference will focus on reflective practice and formative driven supervision of the teacher. The following four (4) discussion points will be fully discussed by the observer and the teacher using clinical supervision techniques. Therefore, post-observation points will be awarded as the teacher provides evidence-based responses using the labeled anecdotal record.

Review—1 point—What did you and your students do during the lesson? How did you monitor and adjust your instruction throughout the lesson?

Reactions—1 point—What went well? What caused you concern?

Reasons—1 point—Why do you feel the way you do about the lesson? Why do you think the lesson went well? Where do you think it could have gone better? What did the students learn? Why do you think this is so?

Rethink—1 point—What would you do differently next time? What have you learned from this lesson and observation?

Locally Developed Controls for Announced Observations

- All announced observations will occur between October 1st and May 31st.
- Announced observations will not occur the day before, after or on a holiday.
- Announced observations will be conducted by building level administrator(s) from the building in which the teacher is assigned. District-wide directors (Athletic Director, Director of Curriculum and Instruction, and Director of Special Education) may conduct observations at any level.
- The teacher will receive a labeled copy of the evidence-based anecdotal record at least one (1) school day prior to the post-conference.
- General education teachers and special education teachers will have separate observations if they are working together in the classroom. Two (2) teachers may not be observed in one (1) lesson.
- Non-tenured teachers will have two (2) announced observations per school year. They will receive one (1) twenty-four (24) point score that will be the average of the two (2) announced observations.
- The pre-observation conference will be conducted one to two (1-2) school days prior to the observed lesson.
- The post-observation conference will be conducted within three (3) school days of the observed lesson.
- A draft of the sixteen (16) points to be awarded will be discussed during the post-observation conference. The sixteen (16) point allocation may only be adjusted in a positive manner as a result of the post-observation conference.
- During the post-observation conference for the announced observation the teacher and administrator will mutually agree upon the eight (8) performance indicators from the Four Cornerstones of Effective Teaching that will be assessed during the unannounced observation.

Unannounced Observation Total = 8 points:

- Teacher will be assessed on eight (8) performance indicators from the Four Cornerstones of Effective Teaching on The Thoughtful Classroom Teacher Effectiveness Framework that assess the seven (7) NYS Teaching Standards.
- Each performance indicator will receive a score of one (1) or zero (0) points. Using the definitions of The Thoughtful Classroom Teacher Effectiveness Framework, one (1) point indicates that sufficient evidence was gathered in the evidence-based anecdotal record to ensure proficient (effective) or expert (highly effective) implementation of the performance indicators. A score of zero (0) indicates novice (ineffective) or developing (developing) performance as defined by the rubric.
- The unannounced observation will be conducted within three (3) full weeks of the announced observation post-conference.
- During the post-observation conference for the announced observation the teacher and administrator will mutually agree upon the eight (8) performance indicators from the Four Cornerstones of Effective Teaching that will be assessed during the unannounced observation.

Locally Developed Controls for Unannounced Observations

- All unannounced observations will occur between October 1st and May 31st.
- Observations will not occur the day before, after or on a holiday.
- The unannounced observation will be a minimum of twenty (20) minutes (preferably the entire lesson) and commence within the first five (5) minutes of the lesson.
- Unannounced observations will be conducted by building level administrator(s) from the building in which the teacher is assigned. District-wide directors (Athletic Director, Director of Curriculum and Instruction, and Director of Special Education) may conduct observations at any level.
- Unusual or extenuating circumstances may result in postponement of the unannounced observation (e.g. testing of students, fire drill, and the like). If extenuating circumstances prevail then the unannounced observation may occur more than three (3) weeks after the post-conference for the announced observation, but every effort should be made to conduct the unannounced observation as soon as practicable.
- General education teachers and special education teachers will have separate unannounced observations if they are working together in the classroom. Two (2) teachers may not be observed in one lesson.
- A post-observation meeting will be conducted within three (3) school days of the unannounced observation to discuss the eight (8) points awarded.

Structured Review of Lesson Plans, Student Portfolios and Other Teacher Artifacts = 28 points:

- The teachers will submit seven (7) artifacts from Dimension 10—Professional Practice of the Thoughtful Classroom Teacher Effectiveness Framework.
- Acceptable artifacts from Dimension ten (10) may include but not limited to and mutually agreed upon:
 - Commitment to Professional Growth
 - Maintenance and submission of Professional Development Log.
 - Lesson plans aligned to Common Core/NY State Standards.
 - Lesson plans reflecting co-teaching/cross-curricular collaboration.
 - Completed collaboration forms (learning center, AIS, special education teachers, etc.).
 - Committee membership (e.g. PDP, Data Team, School teams, AFA teams, etc).
 - Mentoring log.
 - Materials used to provide professional development (as a presenter).
 - Summer curriculum work—pre-approval required and evidence of finished product must be submitted.
 - Transcripts from institutions of higher learning.
 - Videotape of lesson with self-analysis using The Thoughtful Classroom Teacher Effectiveness Framework Teacher Self-Assessment Guide.
 - Department/Team/Grade Level representatives.
 - Completion of training or courses related to teaching/coaching.
 - “Safe Schools” training.
 - NYSUT Effective Teaching Courses.
 - Attendance at conferences.
 - Scoring State Assessments.
 - Supervision of Student teachers/college observers.

- Commitment to the School Community
 - Parent Portal usage/log—evidence that it was updated regularly.
 - Maintenance and submission of grade book.
 - Parent contact log containing date, time, student’s name and summary of conversation.
 - Artifacts from extracurricular advisory/coaching responsibilities (e.g. CPR/First Aid certification, etc.).
 - Department/team/grade level/faculty meeting minutes.
 - Chaperoning log.
 - Artifacts from community partnerships (e.g. internships, class/school presentations, field trips).
 - Portfolio of student work aligned to Common Core State Standards.
 - Website development/maintenance.
 - Parent/Teacher conferences.
 - Newsletters.
 - Community Service projects.
 - Weekly progress/behavior reports.
 - Progress reports.
 - Organizing guest speakers.
 - Membership in professional organizations.
 - Participation in assemblies.
 - Supervision of parent volunteers.
 - Administration of Selective Classification Test (Physical Education Teachers only).

- The artifacts will be worth four (4) points each.

Total of 60 Points:

- The point total will convert to the HEDI scoring ranges listed below:
 - Highly Effective = 55-60 points
 - Effective = 50-54 points
 - Developing = 45-49 points
 - Ineffective = 0-44 points

Overall 100 Point Composite Scoring:

2012-2013 Where there is no Value-Added measure	Growth 20 (SED determined)	Local 20 (SED determined)	<i>Other 60 (Negotiated)</i>	Overall Composite Score (SED determined)
Highly Effective	18-20	18-20	<i>55-60</i>	91-100
Effective	9-17	9-17	<i>50-54</i>	75-90
Developing	3-8	3-8	<i>45-49</i>	65-74
Ineffective	0-2	0-2	<i>0-44</i>	0-64

The State Provided Scoring Bands below will be utilized for 4-8 ELA and math teachers if a Value-Added measure is approved by the Board of Regents:

2012-2013 Where Value- Added growth measure applies	Growth 25 (SED determined)	Local 15 (SED determined)	<i>Other 60 (Negotiated)</i>	Overall Composite Score (SED determined)
Highly Effective	22-25	14-15	<i>55-60</i>	91-100
Effective	10-21	8-13	<i>50-54</i>	75-90
Developing	3-9	3-7	<i>45-49</i>	65-74
Ineffective	0-2	0-2	<i>0-44</i>	0-64

Attachment for 3.3: Akron CSD HEDI Scale for 15 Point Locally-Selected Measures for Teachers in Grades/Subjects with Value-Added Measures (if approved)

				69%-75%	13		
		31%-35%	7	62%-68%	12		
		26%-30%	6	55%-61%	11		
8%-11%	2	21%-25%	5	48%-54%	10		
4%-7%	1	16%-20%	4	42%-47%	9	88%-100%	15
0%-3%	0	12%-15%	3	36%-41%	8	76%-87%	14
Ineffective		Developing		Effective		Highly Effective	

Results are well below District performance goals

Results are below District performance goals

Results are in-line with District performance goals

Results exceed District performance goals

Process for Assigning Points:

- After considering previous student performance, normative data, third party data reports, District thresholds and District values/priorities the Akron CSD has adopted generic expectations for students meeting their individualized growth and/or achievement expectations (see above chart) across all grades and subjects.
- Teachers in grades 4-8 ELA and Math will utilize a State approved third party assessment—STAR Reading and STAR Math from Renaissance Learning.
- Teachers will receive a point total from 0 to 15 points on the above HEDI chart according to the percentage of their students meeting or exceeding the growth and/or achievement targets listed on the attached charts. A student will have met the target if they grow the number of scale score points in column 4 or minimally achieve the scale score in column 5.
- Teachers with multiple locally-selected measures (e.g. 4th grade teacher with locally selected measures for both ELA and Math) will have their locally-selected measures weighted proportionately based on the number of students included in their reportable teaching assignments.

STAR Reading Conversion Chart

Grade Level	Beginning of Year (September) Scale Score (SS) Benchmark On track for meeting State ELA proficiency levels according to Renaissance Learning National Norms	End of Year (May) Scale Score (SS) Benchmark On track for meeting State ELA proficiency levels according to Renaissance Learning National Norms	Expected Student Growth Scale Score –Differential Difference between Sept. and May Benchmarks	Achievement Scale Score Target On track for meeting State ELA proficiency levels according to Renaissance Learning National Norms	Percentage of Students meeting or exceeding growth and/or achievement targets
4th	402	470	68	470	
5th	479	563	84	563	
6th	573	670	97	670	
7th	677	763	86	763	
8th	777	879	102	879	

STAR Math Conversion Chart

Grade Level	Beginning of Year (September) Scale Score (SS) Benchmark On track for meeting State Math proficiency levels according to Renaissance Learning National Norms	End of Year (May) Scale Score (SS) Benchmark On track for meeting State Math proficiency levels according to Renaissance Learning National Norms	Expected Student <u>Growth</u> Scale Score- Differential Difference between Sept. and May Benchmarks	<u>Achievement</u> Scale Score Target On track for meeting State Math proficiency levels according to Renaissance Learning National Norms	Percentage of Students meeting or exceeding growth and/or achievement targets
4th	592	637	45	637	
5th	648	692	44	692	
6th	701	741	40	741	
7th	742	759	17	759	
8th	766	785	19	785	

Form 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 an attachment.

Course(s) or Subject(s)	Option	Assessment
AP Environmental Science gr.11-12	District, Regional or BOCES developed	Akron CSD developed AP environmental science gr.11-12 assessment
AP Biology gr.11-12	District, Regional or BOCES developed	Akron CSD developed AP biology gr.11-12 assessment
AP Physics gr.11-12	District, Regional or BOCES developed	Akron CSD developed AP physics assessment
Math Applications gr.11-12	District, Regional or BOCES developed	Akron CSD developed math applications gr.11-12 assessment
Pre-Calculus gr.11-12	District, Regional or BOCES developed	Akron CSD developed pre-calculus gr.11-12 assessment
AP Calculus gr. 12	District, Regional or BOCES developed	Akron CSD developed AP calculus gr. 12 assessment
Intermediate Algebra gr.11-12	District, Regional or BOCES developed	Akron CSD developed intermediate algebra gr. 11-12 assessment
AP English gr. 12	District, Regional or BOCES developed	Akron CSD developed AP English gr. 12 assessment
Theatre gr. 12	District, Regional or BOCES developed	Akron CSD developed theatre gr. 12 assessment
Public Speaking gr. 12	District, Regional or BOCES developed	Akron CSD developed public speaking gr. 12 assessment
Film & Literature gr. 12	District, Regional or BOCES developed	Akron CSD developed Film & Literature gr. 12 assessment
Rebels & Misfits gr. 12	District, Regional or BOCES developed	Akron CSD developed Rebels & Misfits gr. 12 assessment
Spanish II gr. 9	District, Regional or BOCES developed	Akron CSD developed Spanish II gr. 9 assessment

Spanish III gr. 10	District, Regional or BOCES developed	Akron CSD developed Spanish III gr. 10 assessment
Spanish IV gr. 11	District, Regional or BOCES developed	Akron CSD developed Spanish IV gr. 11 assessment
Spanish V gr. 12	District, Regional or BOCES developed	Akron CSD developed Spanish V gr. 12 assessment
Studio in Art gr. 9-12	District, Regional or BOCES developed	Akron CSD developed studio in art gr. 9-12 assessment
Traditional Media I gr. 9-12	District, Regional or BOCES developed	Akron CSD developed traditional gr. 9-12 media I assessment
Traditional Media II gr. 9-12	District, Regional or BOCES developed	Akron CSD developed traditional media II gr. 9-12 assessment
Digital Media I gr. 9-12	District, Regional or BOCES developed	Akron CSD developed digital media I gr. 9-12 assessment
Digital Media II gr. 9-12	District, Regional or BOCES developed	Akron CSD developed digital media II gr. 9-12 assessment
World of Technology gr. 9-12	District, Regional or BOCES developed	Akron CSD developed world of technology gr. 9-12 assessment
Engineering Design gr. 9-12	District, Regional or BOCES developed	Akron CSD developed civil engineering gr. 9-12 assessment
Civil Engineering gr. 9-12	District, Regional or BOCES developed	Akron CSD developed civil engineering gr. 9-12 assessment
Electricity gr. 9-12	District, Regional or BOCES developed	Akron CSD developed electricity gr. 9-12 assessment
Woods gr. 9-12	District, Regional or BOCES developed	Akron CSD developed woods gr. 9-12 assessment
Design Drawing and Production gr. 9-12	District, Regional or BOCES developed	Akron CSD developed design drawing and production gr. 9-

		12 assessment
9-12 Health	District, Regional or BOCES developed	Akron CSD developed health gr. 9-12 assessment
9-12 Band	District, Regional or BOCES developed	Akron CSD developed band gr. 9-12 assessment
9-12 Chorus	District, Regional or BOCES developed	Akron CSD developed chorus gr. 9-12 assessment
9-12 Orchestra	District, Regional or BOCES developed	Akron CSD developed orchestra gr. 9-12 assessment
9-12 Wind Ensemble	District, Regional or BOCES developed	Akron CSD developed wind ensemble gr. 9-12 assessment

Attachment for 3.13: Akron CSD HEDI Scale for 20 Point Locally-Selected Measures Score (Teachers)

				71%-75%	17		
				66%-70%	16		
				61%-65%	15		
		32%-35%	8	56%-60%	14		
		28%-31%	7	52%-55%	13		
		24%-27%	6	48%-51%	12		
8%-11%	2	20%-23%	5	44%-47%	11	93%-100%	20
4%-7%	1	16%-19%	4	40%-43%	10	88%-92%	19
0%-3%	0	12%-15%	3	36%-39%	9	76%-87%	18
Ineffective		Developing		Effective		Highly Effective	

Results are well below District performance goals

Results are below District performance goals

Results are in-line with District performance goals

Results exceed District performance goals

Process for Assigning Points:

- After considering previous student performance, normative data, third party data reports, District thresholds and District values/priorities the Akron CSD has adopted generic expectations for students meeting their individualized growth and/or achievement expectations across all grades and subjects.
- All teachers using the District/Locally developed assessment for their locally-selected measures will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their target score (see above chart).
- Teachers using District/Locally developed assessment as a locally-selected measure will measure achievement which will differ from their District/Locally developed assessment used as comparable growth measures. This would include, but not limited to, measuring results from different courses or students, using different assessments and/or using different measures on the same assessment.
- Teachers with multiple locally-selected measures (e.g. 2nd grade teacher with locally-selected measures for both ELA and Math) will have their locally-selected measures weighted proportionately based on the number of students included in their reportable teaching assignments (e.g. 50% of their score will come from STAR Reading results and 50% from STAR Math results). See SLO example below.

	SLO 1	SLO 2
Step 1: Assess results of each SLO separately	16/20 points	11/20 points
Step 2: Weight each SLO proportionately	Covers 60/110 students or 55% of overall students	Covers 50/110 students or 45% of overall students
Step 3: Calculate proportional points for each SLO	16 points x 55% = 9 points	11 points x 45% = 5 points
Overall Growth Score = 14 points		

- Teachers utilizing a State approved third party assessment (STAR Early Literacy (K-2)/Reading (3) and/or STAR Math from Renaissance Learning) will receive a point total from 0 to 20 points on the above HEDI chart according to the percentage of their students meeting or exceeding the growth and/or achievement targets listed on the charts below. A student will have met the target if they grow the number of scale score points in column 4 or minimally achieve the scale score in column 5.

STAR Early Literacy (K-2)/Reading (3) Conversion Chart

Grade Level	Beginning of Year (September) Scale Score (SS) Benchmark On track for meeting State ELA proficiency levels according to Renaissance Learning National Norms	End of Year (May) Scale Score (SS) Benchmark On track for meeting State ELA proficiency levels according to Renaissance Learning National Norms	Expected Student Growth Scale Score –Differential Difference between Sept. and May Benchmarks	Achievement Scale Score Target On track for meeting State ELA proficiency levels according to Renaissance Learning	Percentage of Students meeting or exceeding growth and/or achievement targets
K Star Early Literacy	469	574	105	574	
1st Star Early Literacy	560	723	163	723	
2nd Star Early Literacy	705	783	78	783	
3rd Star Reading	310	394	84	394	

STAR Math Conversion Chart

Grade Level	Beginning of Year (September) Scale Score (SS) Benchmark On track for meeting State Math proficiency levels according to Renaissance Learning National Norms	End of Year (May) Scale Score (SS) Benchmark On track for meeting State Math proficiency levels according to Renaissance Learning National Norms	Expected Student <u>Growth</u> Scale Score-Differential Difference between Sept. and May Benchmarks	<u>Achievement</u> Scale Score Target On track for meeting State Math proficiency levels	Percentage of Students meeting or exceeding growth and/or achievement targets
K*	N/A	N/A	N/A	N/A	
1st	295	376	81	376	
2nd	405	492	87	492	
3rd	507	581	74	581	

*National norms unavailable due to age and developmental readiness of students. For Kindergarten teachers STAR Early Literacy will be the only measure utilized for the locally-selected measures due to unavailability of STAR Math for that grade level.

Attachment for 8.1: Akron CSD HEDI Scale for 15 Point Locally-Selected Measures of Student Achievement for Principals in Grades K- 8 with an approved Value-Added Measures (if approved)

				57-60 SGP	13		
		37-40 SGP	7	53-56 SGP	12		
		33-36 SGP	6	50-52 SGP	11		
14-20 SGP	2	29-32 SGP	5	47-49 SGP	10		
8-13 SGP	1	25-28 SGP	4	44-46 SGP	9	80-99 SGP	15
0-7 SGP	0	21-24 SGP	3	41-43 SGP	8	61-79 SGP	14
Ineffective		Developing		Effective		Highly Effective	

Results are well below District performance goals

Results are below District performance goals

Results are in-line with District performance goals

Results exceed District performance goals

Process for Assigning Points:

- After considering previous student performance, normative data, third party data reports, District thresholds and District values/priorities the Akron CSD has adopted generic expectations for students meeting their individualized growth and/or achievement expectations (see above chart) across all grades and subjects.
- Principals in grades K-8 ELA and Math will utilize a State approved third party assessment—STAR Early Literacy/Reading and STAR Math from Renaissance Learning.
- Principals will receive a point total from 0 to 15 points on the above HEDI chart according to a school wide Student Growth Percentile (SGP).
- Principals will have their locally-selected measures weighted proportionately based on STAR Early Literacy/Reading and STAR Math.

Attachment for 8.1: Akron CSD HEDI Scale for 15 Point Locally-Selected Measures of Student Achievement for Principals in Grades 9 - 12 with an approved Value-Added Measures (if approved)

				58-59	13		
		48-49	7	56-57	12		
		46-47	6	54-55	11		
27-39	2	44-45	5	52-53	10		
14-26	1	42-43	4	51	9	65-100	15
0-13	0	40-41	3	50	8	60-64	14
Ineffective		Developing		Effective		Highly Effective	

Results are well below District performance goals

Results are below District performance goals

Results are in-line with District performance goals

Results exceed District performance goals

- After considering previous student performance, normative data, third party data reports, District thresholds and District values/priorities the Akron CSD has adopted generic expectations for students meeting their individualized growth and/or achievement expectations (see above chart) across all grades and subjects.
- The grades 9-12 principals' locally-selected measures will be based on the percentage of students who earn a Regents diploma with advanced designation and/or honors. The percentage of students will be converted to a 15 point HEDI score using the above chart.

**Attachment for 9.7: Akron CSD HEDI Scale for 60 Point Principals APPR
Evaluation - Multidimensional Principal Performance Rubric (MPPR)**

MPPR Raw Score	NY State Score						
1-24	1-24*						
25-26	25						
27-28	26						
29-30	27						
31-32	28						
33-34	29						
35-36	30						
37-38	31						
39-40	32						
41-42	33						
43-44	34						
45-46	35						
47-48	36						
49-50	37						
51-52	38						
53-54	39	MPPR Raw Score	NY State Score	MPPR Raw Score	NY State Score	MPPR Raw Score	NY State Score
55-56	40	71-72	49	78-79	54	87-88	60
57-58	41	69-70	48	76-77	53	85-86	59
59-60	42	67-68	47	75	52	83-84	58
62-61	43	66	46	74	51	82	57
63-64	44	65	45	73	50	81	56
						80	55
Ineffective		Developing		Effective		Highly Effective	
* MPPR Raw Score Points are equal to NY State Score							

- Sixty (60) points of a building principal’s total composite effectiveness score shall be based on a broad assessment of principal leadership and management actions using the Multidimensional Principal Performance Rubric. Building principals shall be rated on each dimension within the six domains of the rubric, as well as each goal, using a score of 1 to 4. Evidence upon which this broad assessment is based shall incorporate a minimum of two school visits to be conducted by the Superintendent of Schools. At least one of these visits shall be unannounced. Total points received in each of the dimensions and goals of the rubric shall be converted for purposes of calculating a classroom teacher’s total number of points earned out of sixty (60) using a conversion chart.
- The following attachment contains a template scoring rubric to be used by the evaluator and a summary scoring sheet.
- The HEDI chart above sets forth the process for allocation of 0-60 points based on the total raw score earned.

Multidimensional Principal Performance Scoring Rubric

Principal: _____ Evaluator: _____

School Year: _____

DOMAIN 1: Shared Vision of Learning

ITEM	DESCRIPTION	Potential Points	Points Earned
CULTURE	<ul style="list-style-type: none"> • Collaborates with key stakeholders in the school to develop & implement a shared vision & mission for learning • School vision & mission aligns with the vision & mission of the district • Explicitly links the school's vision & mission to programs and policies • Explicitly links the school's vision & mission to programs & policies 	4	
SUSTAINABILITY		4	

DOMAIN 2: School Culture & Instructional Program

ITEM	DESCRIPTION	Potential Points	Points Earned
CULTURE	<ul style="list-style-type: none"> • Supports various teaming opportunities, common planning & inquiry time, & visitations within the organization to increase learning & improve practice • Develops culture of collaboration, trust, learning, & high expectations by encouraging staff to work together on key projects • Creates a personalized & motivating learning environment for students in which they are involved in meaningful & relevant learning opportunities that they recognize as connected to their experiences, needs, and cultures 	4	
INSTRUCTIONAL PROGRAM	<ul style="list-style-type: none"> • Creates a comprehensive, rigorous, & coherent program that addresses all levels of thinking, enables students to develop knowledge & skills related to a concept, problem, or issue, & supports their construction of meaning during the most important lessons & tasks • Supervises instruction & makes explicit the expectations the teachers remain current in research-based best practices & incorporates them into their own work • Maximizes time spent on quality instruction by protecting it from interruptions & inefficient scheduling 	4	

CAPACITY BUILDING	<ul style="list-style-type: none"> Develops the instructional & leadership capacity of staff Promotes the use of the most effective & appropriate technologies to support teaching & learning & ensures that necessary resources are available 	4	
SUSTAINABILITY	<ul style="list-style-type: none"> Develops assessment & accountability systems to monitor student progress, uncover patterns & trends, & provide a way to contextualize current student strengths & needs inside a history that connects changes in teaching & learning to student achievement 	4	
STRATEGIC PLANNING PROCESS	<ul style="list-style-type: none"> Gathers input from staff & surveys students as well as formal assessment data as part of a process to monitor & evaluate the impact of the instructional program 	4	

DOMAIN 3: Safe, Efficient, Effective Learning Environment

ITEM	Description	Potential Points	Points Earned
CAPACITY BUILDING	<ul style="list-style-type: none"> Obtains, allocates, aligns, & efficiently utilizes human, fiscal, & technological resources Develops the capacity for distributed leadership by providing interested individuals with opportunities & support for assuming leadership responsibilities & roles 	4	
CULTURE	<ul style="list-style-type: none"> Promotes & protects the welfare & safety of students & staff 	4	
SUSTAINABILITY	<ul style="list-style-type: none"> Monitors, evaluates, & revises management & operational systems 	4	
INSTRUCTIONAL PROGRAM	<ul style="list-style-type: none"> Ensures teacher & organizational time is focused to support quality instruction & student learning 	4	

DOMAIN 4: Community

ITEM	Description	Potential Points	Points Earned
STRATEGIC PLANNING PROCESS	<ul style="list-style-type: none"> Collects & analyzes data & information pertinent to the educational environment, & uses it to make related improvements 	4	
CULTURE	<ul style="list-style-type: none"> Promotes understanding, appreciation, & use of the community's diverse cultural, social & intellectual resources through diverse activities 	4	
SUSTAINABILITY	<ul style="list-style-type: none"> Builds & sustains positive relationships with families & caregivers 	4	

DOMAIN 5: Integrity, Fairness, Ethics

ITEM	Description	Potential Points	Points Earned
SUSTAINABILITY	<ul style="list-style-type: none"> Ensures a system of accountability for every student's academic & social success Considers & evaluates the potential moral & legal consequences of decision-making Assumes responsibility for thoughtfully considering & upholding mandates so that the school can successfully tread the line between compliance & moral & ethical responsibility 	4	
CULTURE	<ul style="list-style-type: none"> Models principles of self-awareness, reflective practice, transparency, & ethical behavior Safeguards the values of democracy, equity, & diversity Promotes social justice & ensures that individual student needs inform all aspects of schooling 	4	

DOMAIN 6: Political, Social, Economic, Legal & Cultural Context

ITEM	Description	Potential Points	Points Earned
SUSTAINABILITY	<ul style="list-style-type: none"> Acts to influence local, district, state, & national decisions affecting student learning, within & beyond their own school & district Assesses, analyzes, & anticipates emerging trends & initiatives in order to adapt leadership strategies 	4	
CULTURE	<ul style="list-style-type: none"> Advocates for children, families, & caregivers 	4	

GOAL SETTING

ITEM	Description	Potential Points	Points Earned
GOAL 1 Uncovering Goals	<ul style="list-style-type: none"> Engages in the goal setting process as part of own professional improvement as it relates to improving student learning Work with the Superintendent to consider the school & district vision & student learning needs, as well as information gathered about teacher practices, academic results and/or the school learning environment Creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning 	4	

	<ul style="list-style-type: none"> Goals are stated in ways that allow progress toward them to be assessed 		
GOAL 2 Strategic Planning	<ul style="list-style-type: none"> Prioritizes goals by considering what can be gained by pursuing each Uses Superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision & needs Articulates strategies supporting actions, & reasons for selecting them Identifies anticipated specific measures of success for each goal Creates an action plan that delineates steps & strategies for all goals, regardless of whether they are short or long term Implements the action plan publically, & invites others to use it as a model for goal setting that they can do as well Monitors & refines goals and/or action steps, based on formative assessment of evidence collected 	4	
GOAL 3 Taking Action	<ul style="list-style-type: none"> Periodically documents own thinking & reactions to the progress made obstacles encountered, & insights or questions that arise Evaluates goals & goal attainment by assessing evidence of success, establishing the degree to which the goal has been achieved, & determining next steps towards attaining the school vision Determines next steps & future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light of how successful the recent work was in making improvements 	4	
GOAL 4 Evaluating Attainment			

Multidimensional Principal Performance Rubric (MPPR) Scoring Sheet

Name: _____ Building: _____

School Year: _____ Evaluator: _____ Date: _____

Domain	Total Possible Points	Total Actual Points	Comments
Domain 1: Shared Vision of Learning	8		
Domain 2: School Culture & Instructional Program	20		
Domain 3: Safe, Efficient, Effective Learning Environment	16		
Domain 4: Community	12		
Domain 5: Integrity, Fairness, Ethics	8		
Domain 6: Political, Social, Economic, Legal & Cultural Context	8		
Goal Setting: Uncovering Goals <ul style="list-style-type: none"> • Align • Define 	4		
Goal Setting: Strategic Planning <ul style="list-style-type: none"> • Prioritize • Strategize 	4		
Goal Setting: Taking Action <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	4		
Evaluating Attainment: <ul style="list-style-type: none"> • Document • Next Steps 	4		
TOTAL SCORE	88		
<i>NY State Score (from MPPR Conversion Chart)</i>			

Evaluator's Signature & Date

Principal's Signature & Date

(The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Attach additional comments as needed.)

Description of the Teacher or Principal Improvement plan and process for developing and monitoring an individual educator's TIP or PIP, which must be in place for educators with a Developing or Ineffective rating within ten (10) school days from the opening of classes in the school year following the performance year.

The district will develop a Teacher Improvement Plan for any teacher rated as Developing or Ineffective. The Teacher Improvement Plan shall be in place within ten (10) school days following the first day of student attendance.

The Teacher Improvement Plan will be developed in consultation with the principal or designee (must be Akron CSD Assistant Principal or Director), teacher, Akron Faculty Association (teachers' union) representative, and, if necessary, other Akron CSD administrators.

At most, a Teacher Improvement Plan will be in place for one full school year following the teacher's Developing or Ineffective rating. The duration of a Teacher Improvement Plan may be less than one full school year if mutually agreed by the teacher and the principal.

Teacher Improvement Plans will outline the specific number of announced and unannounced observations that will take place.

All indicators rated as Ineffective or Developing shall be addressed in the Teacher Improvement Plan. To the extent possible, resources and supports provided for the teacher shall be staggered throughout the school year. Specific resources and supports shall be chosen to consolidate the number of distinct supports provided to address areas of weakness.

AKRON CENTRAL SCHOOL DISTRICT

Teacher Improvement Plan (TIP)

ADMINISTRATOR:

TEACHER:

ADDITIONAL TIP PARTICIPANTS:

Other Administrators or Teachers involved in TIP meeting, TIP development, etc.

TIP TRIGGERED BY APPR FROM WHAT SCHOOL YEAR:

DATE(S) DEVELOPED:

START DATE OF TIP:

END DATE OF TIP:

ADMINISTRATOR SIGNATURE: _____

DATE: _____

TEACHER SIGNATURE: _____

DATE: _____

A copy of this plan will be given to the faculty member, filed at the building level, and placed in the teacher's personnel file at the District level

Areas of Improvement -Cite specific Sub-Domains from APPR rubric -Sub-Domains rated as Ineffective or Developing should be prioritized and all may not be included in TIP	Performance Goal(s) -Please cite goal ratings (e.g., Effective)	Resources and Supports	Assessment of Improvement (What is the criteria for assessment?)	Timeline for Achieving Improvement

Description of the Principal Improvement plan and process for developing and monitoring an individual educator's PIP, which must be in place for educators with a Developing or Ineffective rating within ten (10) school days from the opening of classes in the school year following the performance year.

The district will develop a Principal Improvement Plan for any principal rated as Developing or Ineffective. The Principal Improvement Plan shall be in place within ten (10) school days following the first day of student attendance.

The Principal Improvement Plan will be developed in consultation with the Superintendent or designee, Akron Administrators' Association representative, and, if necessary, other Akron CSD administrators.

At most, a Principal Improvement Plan will be in place for one full school year following the Principal's Developing or Ineffective rating. The duration of a Principal Improvement Plan may be less than one full school year if mutually agreed by the Principal and the Superintendent.

All indicators rated as Ineffective or Developing shall be addressed in the Principal Improvement Plan. To the extent possible, resources and supports provided for the Principal shall be staggered throughout the school year. Specific resources and supports shall be chosen to consolidate the number of distinct supports provided to address areas of weakness.

AKRON CENTRAL SCHOOL DISTRICT

Principal Improvement Plan (PIP)

ADMINISTRATOR:

PRINCIPAL:

ADDITIONAL PIP PARTICIPANTS:

Other Administrators involved in PIP meeting, PIP development, etc.

PIP TRIGGERED BY APPR FROM WHAT SCHOOL YEAR:

DATE(S) DEVELOPED:

START DATE OF PIP:

END DATE OF PIP:

SUPERINTENDENT'S SIGNATURE: _____

DATE: _____

PRINCIPAL'S SIGNATURE: _____

DATE: _____

Areas of Improvement -Cite specific Sub-Domains from APPR rubric -Sub-Domains rated as Ineffective or Developing should be prioritized and all may not be included in PIP	Performance Goal(s) -Please cite goal ratings (e.g., Effective)	Resources and Supports	Assessment of Improvement (What is the criteria for assessment?)	Timeline for Achieving Improvement

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: 8/24/12

K. Stanley

Teachers Union President Signature: Date: 8-27-12

Lisa Siefert - jpk

Administrative Union President Signature: Date:

Joyce Luccardi 8/27/12

Board of Education President Signature: Date:

Don Shepard 8/24/12