



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

August 22, 2013

Revised

Constance D. Evelyn, Superintendent
Auburn City School District
78 Thornton Avenue
Auburn, NY 13021

Dear Superintendent Evelyn:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: William Speck

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 10, 2012

Updated Tuesday, August 06, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 050100010000

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

050100010000

1.2) School District Name: AUBURN CITY SD

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

AUBURN CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

-
- 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?

Submission of material changes to an approved APPR plan

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 10, 2012

Updated Friday, July 26, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	AECSD Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	AECSD Developed First Gr. ELA Assessment
2	District, regional, or BOCES-developed assessment	AECSD Developed Second Gr ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
---	--

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	AECSD Developed K MATH ASSESSMENT
1	District, regional, or BOCES-developed assessment	AECSD Developed FIRST GR MATH ASSESSMENT
2	District, regional, or BOCES-developed assessment	AECSD Developed SECOND GR MATH ASSESSMENT

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	AECSD Developed Gr. 6 SCI ASSESSMENT
7	District, regional or BOCES-developed assessment	AECSD Developed Gr. 7 SCI ASSESSMENT
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	AECSD Developed Gr. 6 SS Assessment
7	District, regional or BOCES-developed assessment	AECSD Developed Gr. 7 SS Assessment
8	District, regional or BOCES-developed assessment	AECSD Developed Gr.8 SS 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.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

2.6) High School Social Studies Regents Courses

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

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

	Assessment
Global 1	District, regional, or BOCES-developed assessment AECSD Developed GLOBAL 9 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.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set

individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

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

Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

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

Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

2.8) High School Math Regents Courses

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

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

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

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

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

Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

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

Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

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

Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

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

Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

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

Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	AECSD Developed Gr 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	AECSD Developed Gr. 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Utilizing historical data as well as data from baseline assessments, teachers in collaboration with principals will set individual growth targets and HEDI points will be assigned based on the number of students meeting the target.

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
Courses or subjects not mentioned ²	District, Regional or BOCES-developed	AECSD developed grade and subject specific assessments
	District, Regional or BOCES-developed	
	District, Regional or BOCES-developed	

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/5364/128213-TXEttx9bQW/SLO SCORING_1.pdf

2.12) Locally Developed Controls

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

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

Adjustments to SLO targets will be made for students with disabilities, students prior academic history, English language learners and students in poverty when necessary with rationale and data provided by the teacher. The teachers will examine baseline data and in collaboration with the building principal will set adjusted growth targets for individual students if necessary. All students will have a growth target which will be measured between baseline and summative assessments. If 80% or more of the students on the teacher's roster meet their target, they will be effective and receive 17 points. See uploaded chart for detail

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 10, 2012

Updated Thursday, August 22, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
5	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
6	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
7	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
8	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 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	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
5	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
6	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
7	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
8	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.3

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 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/5139/128246-rhJdBgDruP/Auburn Chart 3-3 and 8-1.docx

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
1	6(ii) School-wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
2	6(ii) School-wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
3	6(ii) School-wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 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	6(ii) School-wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
1	6(ii) School-wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
2	6(ii) School-wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
3	6(ii) School-wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 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	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
7	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
8	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 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	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
7	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
8	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 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	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
Global 2	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
American History	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 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	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

Earth Science	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
Chemistry	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
Physics	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 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	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
Geometry	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
Algebra 2	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded 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	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
Grade 10 ELA	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
Grade 11 ELA	6(ii) School wide measure computed locally	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	See uploaded 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.	See uploaded graphic at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded graphic at 3.13

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/5139/128246-y92vNseFa4/3.13 FINAL AECSD LOCAL 20-ASSESSMENT_1.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.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

There are none

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 Friday, May 11, 2012

Updated Thursday, August 22, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The process will be a weighted average using 1-4 for points on the rubric for each HEDI category. Rounding rules will consistently apply and will in no instance cause movement to be from one HEDI scoring band to another. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See graphic uploaded at 4.5
Effective: Overall performance and results meet NYS Teaching Standards.	See graphic uploaded at 4.5
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See graphic uploaded at 4.5
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See graphic uploaded at 4.5

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers 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 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 Thursday, May 10, 2012

Updated Friday, August 17, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 10, 2012

Updated Thursday, June 13, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/128250-Df0w3Xx5v6/APPR TIP Plan for Improvement May 15 2012_2.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

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

teachers.

2. The grievance and/or arbitration procedures contained in Article III of the collective bargaining agreement between the District and the ATA shall be used to appeal or review a tenured teacher's annual professional performance review.

3. This procedure shall govern the use of the grievance procedure for appealing a tenured teacher's annual professional performance review under the contractual grievance procedure and shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

a. A teacher who receives a rating of "ineffective" or "developing" may appeal his or her performance review by filing a grievance. Ratings of "highly effective" or "effective" cannot be appealed.

b. A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

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

d. Appeals concerning a teacher performance review must follow the grievance procedure timelines. The failure to submit an appeal within the grievance procedure's time frames shall result in a waiver of the teacher's right to appeal that performance review.

e. The teacher's failure to comply with the requirements of the grievance procedure shall result in a waiver and/or denial of the appeal.

Section 3. PROCEDURES

Should the aggrieved party fail to comply with the time limits set forth below the grievance shall be declared null and void and no further processing of the grievance shall be permitted. If the District or its representatives fail to comply with the time limits, the grievance shall automatically move to the next stage.

3.1

Stage 1: A person having a grievance will discuss the grievance with the building principal, designee, or designated immediate supervisor within thirty-five (35) school days of the occurrence of the grievance. If grievance is not resolved at Stage 1 within ten (10) school days, the employee may appeal to Stage 2.

Stage 2: The aggrieved employee shall present the grievance in writing to the building principal, designee, or designated immediate supervisor within ten (10) school days of the discussion of the grievance at Stage 1. The building principal, designee, or designated immediate supervisor shall render a determination to the aggrieved employee in writing within five (5) school days after the written grievance has been submitted. The grievance shall be deemed waived unless it has been submitted within the specified time limit. If the grievance is not resolved at Stage 2, the aggrieved employee may proceed to Stage 3 within five (5) school days of the decision at Stage 2.

All grievances shall include the name and position of the aggrieved party, the identity of the provision of this Agreement involved in the said grievance, the time when and the place where the alleged events or conditions constituting the grievance existed, the identity of the party responsible for causing the said events or conditions, if known to the aggrieved party, and a detailed statement of the nature of the grievance and the redress sought by the aggrieved party.

Stage 3: If the grievance is still unresolved, the aggrieved party may, within ten (10) school days of the determination of the building principal make a written request for review and determination to the Superintendent of Schools. Within ten (10) school days of receiving said request, the Superintendent of Schools, together with a committee of the Board of Education, shall hold a hearing to obtain further information regarding the case. Representatives of the Auburn Teachers Association and Superintendent will both present information at this hearing. All written statements and records of the case must be submitted at the hearing by the Superintendent of Schools. A copy of the grievance form submitted at Stage 3 will be distributed to all members of the Board of Education. The Superintendent of Schools and the committee of the Board of Education shall render a written decision within five (5) school days after conclusion of the hearing, informing all involved parties of the decision and reasons thereafter.

Section 4. ARBITRATION

4.1 If the teacher and the Association are not satisfied with the decision at Stage 3, the grievance may be submitted to arbitration by a written notice served upon the clerk of the Board of Education within fifteen (15) school days of the decision at Stage 3.

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.

Lead evaluators will be trained by the Cayuga-Onondaga BOCES Network Team in accordance with the requirements of Education Law 3012-c. This regional evaluator training program directly reflects the materials, resources, and training that is provided by the New York State Education Department. Throughout the course of the ongoing training program, learning opportunities will be aligned to all nine training components required for certification.

The training program consists of two full days of initial training followed by a minimum of six half-day sessions throughout the first year. These trainings will include classroom observation calibrations, use of the rubric to collect evidence and rate elements and indicators. The following topics will be a part of the training:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

A minimum of three additional sessions will be offered each subsequent school year to maintain calibration and inter-rater reliability. Inter-rater reliability will be assessed through the training process as participants will be required to collect evidence, align the evidence to the rubric, and score sample teacher performance. Each evaluator will be required to maintain records verifying their participation in the training program. These records, along with a sampling of the evaluators work, will be used to certify and re-certify all evaluators.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, June 15, 2012

Updated Friday, August 17, 2012

Page 1

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

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

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

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

K-6
7-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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.	All principals will be provided a growth number from the state. No SLO's will be needed.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	All principals will be provided a growth number from the state. No SLO's will be needed.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	All principals will be provided a growth number from the state. No SLO's will be needed.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	All principals will be provided a growth number from the state. No SLO's will be needed.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	All principals will be provided a growth number from the state. No SLO's will be needed.

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 Thursday, June 28, 2012

Updated Thursday, August 22, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
7-8	(d) measures used by district for teacher evaluation	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS
9-12	(d) measures used by district for teacher evaluation	NYS ASSESSMENTS SCIENCE 4&8, ALL NYS REGENTS EXAMS

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.	Graphic uploaded at 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Graphic uploaded at 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Graphic uploaded at 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Graphic uploaded at 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Graphic uploaded at 8.1

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/5366/146954-qBFVOWF7fC/Auburn Chart 3-3 and 8-1.docx

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
---------------------	---	------------

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Graphic uploaded at 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Graphic uploaded at 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Graphic uploaded at 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Graphic uploaded at 8.2

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, May 10, 2012

Updated Monday, August 12, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See uploaded document below for conversion chart.

Multiple observations (5 x annually)will provide evidence for the final ratings which will be done by the lead evaluator. He/she will assign a rating for each indicator based on the abundance of evidence from all five site visits. A numerical value will be assigned to the rating as follows- 4-HE- 3-E, 2-D, 1-IN. All indicators will be averaged to get a domain average and then an overall rubric average. The attached chart will indicate the conversion to the 60 points.

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/5143/128255-pMADJ4gk6R/principal 60-conversion chart_5.xlsx](#)

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.	See uploaded document at 9.7
Effective: Overall performance and results meet standards.	See uploaded document at 9.7
Developing: Overall performance and results need improvement in order to meet standards.	See uploaded document at 9.7
Ineffective: Overall performance and results do not meet standards.	See uploaded document at 9.7

Please provide the locally-negotiated 60 point scoring bands.

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

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	1
By trained administrator	4
By trained independent evaluator	0
Enter Total	5

Tenured Principals

By supervisor	1
By trained administrator	4
By trained independent evaluator	0
Enter Total	5

10. Composite Scoring (Principals)

Created Thursday, May 10, 2012

Updated Tuesday, August 06, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, May 10, 2012

Updated Saturday, July 13, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/128252-Df0w3Xx5v6/AECSD PIP.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

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

2. The grievance and/or arbitration procedures contained in the collective bargaining agreement between the District and the AAA shall be used to appeal or review a tenured principal's annual professional performance review as well.

3. This procedure shall govern the use of the grievance procedure for appealing a tenured teacher's annual professional performance review under the contractual grievance procedure and shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

a. A principal who receives a rating of "ineffective" or "developing" may appeal his or her performance review by filing a grievance. Ratings of "highly effective" or "effective" cannot be appealed.

b. A principal may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

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

d. Appeals concerning a principal performance review must follow the grievance procedure timelines. The failure to submit an appeal within the grievance procedure's time frames shall result in a waiver of the principal's right to appeal that performance review.

e. The principal's failure to comply with the requirements of the grievance procedure shall result in a waiver and/or denial of the appeal.

Section 4. Procedures

4.1 Stage 1. Immediate Supervisor

A. Within twenty (20) school days of the occurrence of the grievance, an administrator having a grievance will discuss it with his immediate supervisor, either directly or through a representative, with the objective of resolving the matter informally. If the administrator submits the grievance through a representative, the administrator will be present during the discussion of the grievance.

B. If the grievance is not resolved informally, it shall be reduced to writing and presented to the next level within seven (7) school days of the decision Stage 1(A). Within seven (7) school days after the written grievance is presented to him, the supervisor shall render a decision thereon, in writing, and present it to the administrator.

C. Election of an alternative course of action or remedy prior to the submission of a grievance at this stage shall be considered to be a waiver of the right of an employee to thereafter seek recourse by means of the grievance procedure.

D. If not resolved within seven (7) school days by the Immediate Supervisor and/or the Building Principal on the basis of Stage 1, the grievance will move to:

Stage 2. The aggrieved party shall request in a written statement a review by the Superintendent of Schools, who in turn shall request a written statement of the determination reached at Stage 1 by the Immediate Supervisor and/or the Building Principal. Within ten (10) school days of receipt of request from the aggrieved party, the Superintendent shall make a determination and communicate in writing such determination to both the aggrieved party and the appropriate supervisors.

Stage 3. If the grievance is still unresolved the aggrieved may, within ten (10) school days of the determination by the Superintendent, make a written request to the President of the Board of Education for review and determination. Within ten (10) school days of receiving said request, the Board shall hold a hearing to obtain further information regarding the case. Representatives of the Auburn Administrators Association and Superintendent will both present information to the Board at this hearing. All written statements and records of the case must be submitted to the Board through its President by the Superintendent of Schools. The Board shall render a written decision within ten (10) school days after conclusion of the hearing, informing all involved parties of its decision and reasons therefore.

Section 5. Arbitration

5.1 In the event the Administrator and the Association are not satisfied with the response to a grievance, they may within fifteen (15) working days after receiving that statement, refer the grievance to arbitration by requesting that the American Arbitration Association

propose the names of arbitrators. A copy of such request shall be forwarded to the Superintendent of Schools.

5.2 Within five (5) school days after such written notice of submission to arbitration, a request for a list of arbitrators will be made to American Arbitration Association (A.A.A.) by either party. The parties will then be bound by the rules and procedures of the American Arbitration Association (A.A.A.) in the selection of the arbitrator.

5.3 The selected arbitrator will hear the matter promptly and will issue his decision not later than thirty (30) calendar days from the date of the close of the proceeding. The arbitrator will hear the matter in a timely and expeditious manner in compliance with EDU law 3012-c. The arbitrator's decision will be in writing and will set forth his findings of fact, reasoning and conclusions on the issue(s).

5.4 The arbitrator shall have no power or authority to make any decision which requires commission of an act prohibited by law, or which is violative of, or beyond the scope of, the terms of this Agreement.

5.5 The Arbitrator's Award shall not be contrary to or extend any provision of law, or any other rule or regulation having the force and effect of law.

5.6 The arbitrator shall have no power to alter, modify, add to or subtract from the provisions of this Agreement.

5.7 The arbitrator shall not usurp the functions of the Board of Education under the law.

5.8 The decision of the arbitrator shall if within the scope of his authority be final and binding upon all parties.

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.

Lead evaluators will be trained by the Cayuga-Onondaga BOCES Network Team in accordance with the requirements of Education Law 3012-c. This regional evaluator training program directly reflects the materials, resources, and training that is provided by the New York State Education Department. Throughout the course of the ongoing training program, learning opportunities will be aligned to all nine training components required for certification.

The training program consists of two full days of initial training followed by a minimum of six half-day sessions throughout the first year. these trainings will include classroom observation calibrations, use of the rubric to collect evidence and rate elements and indicators. The following topics will be a part of the training:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and

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

A minimum of three additional sessions will be offered each subsequent school year to maintain calibration and inter-rater reliability. Inter-rater reliability will be assessed through the training process as participants will be required to collect evidence, align the evidence to the rubric, and score sample teacher performance. Each evaluator will be required to maintain records verifying their participation in the training program. These records, along with a sampling of the evaluators work, will be used to certify and re-certify all evaluators.

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 Tuesday, June 05, 2012

Updated Friday, August 23, 2013

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/5581/139313-3Uqgn5g9Iu/FINAL FINAL CERT.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.

AECSD TEMPLATE FOR STUDENT LEARNING OBJECTIVES- 20 POINTS

Population																					
Learning Content																					
Interval																					
Evidence																					
Baseline																					
Target(s) and HEDI scoring	80% of all students will achieve a district-determined amount of growth from the baseline assessment to the summative assessment.																				
	20	19	18	<u>17</u>	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	90-94%	84-89%	80-83%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	66-67%	63-65%	62-60%	58-59%	56-57%	54-55%	52-53%	50-51%	48-49%	46-47%	<45%
Rationale																					

Teachers will show student-learning growth by creating **Student Learning Objectives** that include baseline data, individual student growth targets and a summative score. The class average of students who meet their individual growth target will be calculated at the end of the school year. If 80% of the students on a teacher's roster meet their required growth, the teachers will receive 17 points. (See chart above) 0-2- ineffective, 3-8- developing, 9-17 effective, 18-20 highly effective.

Principal Conversion Chart-60

Minimum	Maximum	Conversion Score
0	1	0 Ineffective
1.001	1.008	1 Ineffective
1.009	1.017	2 Ineffective
1.018	1.025	3 Ineffective
1.026	1.033	4 Ineffective
1.034	1.042	5 Ineffective
1.043	1.05	6 Ineffective
1.051	1.058	7 Ineffective
1.059	1.067	8 Ineffective
1.068	1.075	9 Ineffective
1.076	1.083	10 Ineffective
1.084	1.092	11 Ineffective
1.093	1.1	12 Ineffective
1.101	1.108	13 Ineffective
1.109	1.115	14 Ineffective
1.116	1.123	15 Ineffective
1.124	1.131	16 Ineffective
1.132	1.138	17 Ineffective
1.139	1.146	18 Ineffective
1.147	1.154	19 Ineffective
1.155	1.162	20 Ineffective
1.163	1.169	21 Ineffective
1.17	1.177	22 Ineffective
1.178	1.185	23 Ineffective
1.186	1.192	24 Ineffective
1.193	1.2	25 Ineffective
1.201	1.208	26 Ineffective
1.209	1.217	27 Ineffective
1.218	1.225	28 Ineffective
1.226	1.233	29 Ineffective
1.234	1.242	30 Ineffective
1.243	1.25	31 Ineffective
1.251	1.258	32 Ineffective
1.259	1.267	33 Ineffective
1.268	1.275	34 Ineffective
1.276	1.283	35 Ineffective
1.284	1.292	36 Ineffective
1.293	1.3	37 Ineffective
1.301	1.308	38 Ineffective
1.309	1.317	39 Ineffective
1.318	1.325	40 Ineffective
1.326	1.333	41 Ineffective
1.334	1.342	42 Ineffective
1.343	1.35	43 Ineffective

The principal's rating will drive how many points the principal will receive toward the composite score. In this subcomponent, the principal should first be rated according to the rubric, that rating would determine where the principal falls in the HEDI categories and then the points are applied.

Calculating the Steps:
Taking into account the NYSED preset scales ofr the other two subcomponents, the scale for each of the rating categories is as follows: HE- 59-60, E 57-58, D 50-56, I- 0-49.

Once these sub component scale scores are determined , a calucation of how much each rubric score category.

Each category conversion was calculated based on the possible number of rubric scores and the number of subcomponent points within each category.

**Rounding rules will be applied consistently.

Principal Conversion Chart-60

1.351	1.358	44	Ineffective
1.359	1.367	45	Ineffective
1.368	1.375	46	Ineffective
1.376	1.383	47	Ineffective
1.384	1.392	48	Ineffective
1.393	1.4	49	Ineffective
1.401	1.5	50	Developing
1.501	1.6	50.7	Developing
1.601	1.7	51.4	Developing
1.701	1.8	52.1	Developing
1.801	1.9	52.8	Developing
1.901	2	53.5	Developing
2.001	2.1	54.2	Developing
2.201	2.2	54.9	Developing
2.201	2.3	55.6	Developing
2.301	2.4	56.3	Developing
2.401	2.5	57	Effective
2.501	2.6	57.2	Effective
2.601	2.7	57.4	Effective
2.701	2.8	57.6	Effective
2.801	2.9	57.8	Effective
2.901	3	58	Effective
3.001	3.1	58.2	Effective
3.101	3.2	58.4	Effective
3.201	3.3	58.6	Highly Effective
3.301	3.4	58.8	Highly Effective
3.401	3.5	59	Highly Effective
3.501	3.6	59.3	Highly Effective
3.601	3.7	59.5	Highly Effective
3.701	3.8	59.8	Highly Effective
3.801	3.9	60	Highly Effective
3.901	4	60.25	Highly Effective

rounding rules consistently apply

CONVERSION SCALE FOR THE LOCAL 20

Local Measure- 20 Point Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (For use when value added scores are not available for the State measure.)

Greater than or = to	But less than	APPR Pts	
89	101	20	Highly Effective
88	89	19	Highly Effective
87	88	18	Highly Effective
86	87	17	Effective
85	86	16	Effective
84	85	15	Effective
83	84	14	Effective
82	83	13	Effective
81	82	12	Effective
80	81	11	Effective
79	80	10	Effective
78	79	9	Effective
70	78	8	Developing
68	70	7	Developing
66	68	6	Developing
64	66	5	Developing
62	64	4	Developing
60	62	3	Developing
58	60	2	Ineffective
55	58	1	Ineffective
0	55	0	Ineffective

This composite score will be a result of the percent proficient in SCIENCE 4 and 8 as well as all Regents exams. This will be a district wide composite score and growth will be determined by comparing the number to the prior year. Proficiency will be defined as a level 3 or higher and/or a 65 or higher on Regents examinations.

**Students with disabilities will be deemed proficient with 55 on Regents Exams. Students with disabilities will be deemed proficient if they score a high level 2 on SCIENCE 4 & 8.

Greater than or = to	But less than	APPR Pts	
89	101	15	Highly Effective
88	89	14	Highly Effective
87	88	13	Highly Effective
86	87	12	Effective
85	86	11	Effective
84	85	10	Effective
83	84	9	Effective
82	83	8	Effective
81	82	7	Effective
80	81	6	Effective
79	80	5	Developing
78	79	4	Developing
70	78	3	Developing
68	70	2	Developing
66	68	1	Ineffective
0	66	0	Ineffective

When there is a value-added model in the place the chart above will be used for 15 points for the local measure.

CONVERSION SCALE FOR THE LOCAL 20

Local Measure- 20 Point Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (For use when value added scores are not available for the State measure.)

Greater than or = to	But less than	APPR Pts	
89	101	20	Highly Effective
88	89	19	Highly Effective
87	88	18	Highly Effective
86	87	17	Effective
85	86	16	Effective
84	85	15	Effective
83	84	14	Effective
82	83	13	Effective
81	82	12	Effective
80	81	11	Effective
79	80	10	Effective
78	79	9	Effective
70	78	8	Developing
68	70	7	Developing
66	68	6	Developing
64	66	5	Developing
62	64	4	Developing
60	62	3	Developing
58	60	2	Ineffective
55	58	1	Ineffective
0	55	0	Ineffective

This composite score will be a result of the percent proficient in SCIENCE 4 and 8 as well as all Regents exams. This will be a district wide composite score and growth will be determined by comparing the number to the prior year. Proficiency will be defined as a level 3 or higher and/or a 65 or higher on Regents examinations.

**Students with disabilities will be deemed proficient with 55 on Regents Exams. Students with disabilities will be deemed proficient if they score a high level 2 on SCIENCE 4 & 8.

4/17/12

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Rounding rules will consistently apply.

NYSUT TED Rubric Example

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3 and Evidence Score
Standard 1 Knowledge of Student and Student Learning	3		4
Standard 2 Knowledge of Content and Instructional Planning	4		
Standard 3 Instructional Practice	3		3
Standard 4 Learning Environment		3	
Standard 5 Assessment for Student Learning	2		4
Standard 6 Professional Responsibilities and Collaboration			3
Standard 7 Professional Growth			2
Subtotal of observation and evidence column	12	3	16
Divide by the number of standards evaluated in each column	$12/4 = 3$	$3/1 = 3$	$16/5 = 3.2$
Average the final scores	$9.2/3 = 3.06$		$\div \# \text{ of obs}$
Total score of Professional Practice I-4 Rating	3.06		
HEDI Rating	Effective		
Sub-component score	58		

AECSD TIP (Teacher Improvement Plan)

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR)

A. TIP Introduction

- 1) A teacher's classroom performance will always be reviewed, assessed and evaluated against standards established by the District and the Teachers' Association and delineated as part of the APPR.
- 2) Tenure status involves responsibility and the expectation that each tenured teacher will continue to strive to excel professionally throughout his/her career and will maintain at least a level of performance deemed effective as identified in the new APPR effective July 1, 2012
- 3) TIP Procedures: Initial Referral
 - 1) The teacher's immediate supervisor will require that a teacher have a TIP after the teacher's first time performance level is ineffective or is developing.
 - 2) Teachers will receive a TIP as deemed necessary by the administrator that is flexible in both time and duration.
 - 3) In addition to the above, non-tenured teachers will require a TIP when two consecutive classroom observations fall in the developing or ineffective range.
 - 4) Once a teacher is identified as developing or ineffective, a TIP will be put in place, which may include the following options depending on the inefficiencies:
 - A mentor
 - Access to observe modeling of quality instruction
 - Opportunities to demonstrate the strategies modeled
 - Clear objectives for the mentor observing and coaching the mentee
 - Modified duties
 - Specific training as indicated in a specific, structured individual professional improvement plan developed collaboratively with the supervisor
 - A clear timeline of the individual professional improvement plan implementation

- A suggested plan developed in June for activities to improve skills over the summer

B. TIP Procedures: Plan Formulation

An individual written plan will be prepared by the teacher's immediate supervisor and the individual teacher and will include:

- Identification of the specific behavior(s), techniques, criteria or standard(s) that are unacceptable and in need of improvement.
- Identification of the specific behavior(s), techniques, criteria or standard(s) that are required for acceptable performance.
- An outline of a program designed to achieve acceptable performance, listing specific performance directives.
- An established timetable for the required improvement in performance (State mandated TIPS will be in place no later than 10 days after teachers report to school)
- A specific timetable and method for observation and walkthroughs for evaluating the teacher's improvement, if relevant.
- The plan will be monitored quarterly in a face to face meeting between the teacher and the evaluator.

C. TIP Procedures: Termination of the Plan

- 1) At the conclusion of the individual's Teacher Improvement Plan, the teacher's immediate supervisor will provide a written report to the teacher and the Teachers' Association President delineated area(s) of growth and remaining area(s) of concern.
- 2) If the teacher has not exhibited a level of improvement commensurate with the expectation as delineated in the teacher's Teacher Improvement Plan or has not fulfilled agreed upon obligations of the Teacher Improvement Program Plan, the immediate supervisor will meet with the Superintendent to determine future course of action.

- 3) If the teacher exhibits successful improvement to a level commensurate with the expectations of the teacher's Teacher Improvement Plan, the District terminates the plan without further action.

D. Rights and Obligations Under the Teacher Improvement Plan Agreement

- 1) Reasonable costs associated with the teacher's involvement in the Teacher Improvement Plan (TIP), are to be borne by the District. For example: release from classes for collaboration or preparation of lessons, or for training, workshops and conferences as outlined and agreed upon in the Individuals Teacher Improvement Plan
- 2) A teacher participating in the TIP shall receive copies of all documentation associated with the TIP, including status reports, evaluations, and reports to the Superintendent.
- 3) The teacher has the right to respond in writing to any and all reports, observations, and/or evaluations placed in her/her personnel file as part of the Teacher Improvement Plan.
- 4) Nothing in the Teacher Improvement Plan will prohibit any teacher or the District from exercising his/her contractual or legal rights, including grievance and arbitration procedures.
- 5) Nothing in the Teacher Improvement Plan procedures will prohibit the District from bringing disciplinary action against the identified teacher.
- 6) Nothing in this agreement will prohibit the teacher's immediate supervisor from conducting reasonable classroom observations following procedures identified in the Annual Professional Performance Review Plan, and the submission of formal performance evaluations to the Superintendent.

Teacher Improvement Plan: If a Teacher receives an overall rating of developing or ineffective he/she will create a Teacher improvement plan (TIP) in collaboration with his/her supervisor. One or more teacher standards and /or elements will be selected, followed by the designation of specific elements to be worked on. Next, a specific plan of action will be created and finally both the Teacher and the supervisor will collect evidence of accomplishment. Progress toward this plan will be reviewed with the supervisor every other month throughout the school year.

Standard 1: Knowledge of Students and Student Learning		
<i>Which elements are included in this plan?</i>	<i>Specific plan of action including administrative support</i>	<i>Evidence of accomplishment</i>
<p>Element 1.1: Teachers demonstrate knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels.</p> <p>Element 1.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.</p> <p>Element 1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.</p> <p>Element 1.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.</p> <p>Element 1.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family,</p>		

<p>and community factors that influence their students' learning.</p> <p>Element 1.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.</p>		
<p>Standard 2: Knowledge of Content and Instructional Planning</p>		
<p>Which elements are included in this plan?</p>	<p><i>Specific plan of action including administrative support</i></p> <p><i>Evidence of accomplishment</i></p>	
<p>Element 2.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).</p> <p>Element 2.2: Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.</p> <p>Element 2.3: Teachers use a broad range of instructional strategies to make subject matter accessible.</p> <p>Element 2.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.</p> <p>Element 2.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.</p> <p>Element 2.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in</p>		

meeting learning goals.		
-------------------------	--	--

Standard 3: Instructional Practice

Which elements are included in this plan?	<i>Specific plan of action including administrative support</i>	
	<i>Evidence of accomplishment</i>	
<p>Element 3.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.</p> <p>Element 3.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.</p> <p>Element 3.3: Teacher set high expectation and create challenging learning experiences for students.</p> <p>Element 3.4: Teacher explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.</p> <p>Element 3.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.</p>		

<p>Element 3.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.</p>		
<p>Standard 4: Learning Environment</p>		
<p>Which elements are included in this plan?</p>	<p><i>Specific plan of action including administrative support</i> <i>Evidence of accomplishment</i></p>	
<p>Element 4.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.</p> <p>Element 4.2: Teacher creates an intellectually challenging and stimulating learning environment.</p> <p>Element 4.3: Teachers manage the learning environment for the effective operation of the classroom.</p> <p>Element 4.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.</p>		
<p>Standard 5: Assessment for Student Learning</p>		
<p>Which elements are included in this plan?</p>	<p><i>Specific plan of action including administrative support</i> <i>Evidence of accomplishment</i></p>	
<p>Element 5.1: Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student</p>		

<p>learning and growth.</p> <p>Element 5.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.</p> <p>Element 5.3: Teachers communicate information about various components of the assessment system.</p> <p>Element 5.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.</p> <p>Element 5.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.</p>		
<p>Standard 6: Professional Responsibility and Collaboration</p>		
<p>Which elements are included in this plan?</p>	<p><i>Specific plan of action including administrative support</i></p> <p><i>Evidence of accomplishment</i></p>	
<p>Element 6.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.</p> <p>Element 6.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.</p> <p>Element 6.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.</p> <p>Element 6.4: Teachers manage and perform non-instructional</p>		

<p>duties in accordance with school district guidelines or other applicable expectations.</p> <p>Element 6.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.</p>		
<p>Standard 7: Professional Growth</p>		
<p>Which elements are included in this plan?</p>	<p><i>Specific plan of action including administrative support</i></p>	<p><i>Evidence of Accomplishment</i></p>
<p>Element 7.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.</p> <p>Element 7.2: Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.</p> <p>Element 7.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.</p> <p>Element 7.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.</p>		

AECSD Principal Improvement Plan

Principal Improvement Plan: If a principal receives an overall rating of developing or ineffective he/she will create a principal improvement plan (PIP) in collaboration with his/her supervisor. One or more ISLLC standards will be selected, followed by the designation of specific indicators to be worked on. Next, a specific plan of action will be created and finally both the principal and the supervisor will collect evidence of accomplishment. Progress toward this plan will be reviewed with the supervisor every other month throughout the school year.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.		
<i>Which indicators are included in this plan?</i>	<i>Specific plan of action</i>	<i>Evidence of accomplishment</i>
a. Collaboratively develop and implement a shared vision and mission b. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning c. Create and implement plans to achieve goals d. Promote continuous and sustainable improvement e. Monitor and evaluate progress and revise plans Comments:		
Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth		
<i>Which indicators are included in this plan?</i>	<i>Specific plan of action</i>	<i>Evidence of accomplishment</i>
a. Nurture and sustain a culture of collaboration, trust, learning, and high expectations b. Create a comprehensive, rigorous, and coherent curricular program c. Create a personalized and motivating learning environment for students d. Supervise instruction		

AECS D Principal Improvement Plan

<p>e. Develop assessment and accountability systems to monitor student progress</p> <p>f. Develop the instructional leadership capacity of staff</p> <p>g. Maximize time spent on quality instruction</p> <p>h. Promote the use of the most effective and appropriate technologies to support teaching and learning</p> <p>i. Monitor and evaluate the impact of the instructional program</p> <p>Comments:</p>		
---	--	--

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Which indicators are included in this plan?	<i>Specific plan of action</i>	<i>Evidence of accomplishment</i>
<p>a. Monitor and evaluate the management and operational systems</p> <p>b. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</p> <p>c. Promote and protect the welfare and safety of students and staff</p> <p>d. Develop the capacity for distributed leadership</p> <p>e. Ensure teacher and organizational time is focused to support quality instruction and student learning</p> <p>Comments:</p>		

AECSD Principal Improvement Plan

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources		
<i>Which indicators are included in this plan?</i>	<i>Specific plan of action</i>	<i>Evidence of accomplishment</i>
<p>a. Collect and analyze data and information pertinent to the educational environment</p> <p>b. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources</p> <p>c. Build and sustain positive relationships with families and caregivers</p> <p>d. Build and sustain productive relationships with community partners</p> <p>Comments:</p>		
Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner		
<i>Which indicators are included in this plan?</i>	<i>Specific plan of action</i>	<i>Evidence of accomplishment</i>
<p>a. Ensure a system of accountability for every student’s academic and social success</p> <p>b. Model principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>c. Safeguard the values of democracy, equity, and diversity</p> <p>d. Consider and evaluate the potential moral and legal</p>		

AECSD Principal Improvement Plan

<p>consequences of decision-making</p> <p>e. Promote social justice and ensure that individual student needs inform all aspects of schooling</p> <p>Comments:</p>		
<p>Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>		
<p>Which indicators are included in this plan?</p>	<p><i>Specific plan of action</i></p>	<p><i>Evidence of accomplishment</i></p>
<p>a. Advocate for children, families, and caregivers</p> <p>b. Act to influence local, district, state, and national decisions affecting student learning</p> <p>c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies</p> <p>Comments:</p>		

CONVERSION SCALE FOR THE LOCAL 20

Local Measure- 20 Point Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (For use when value added scores are not available for the State measure.)

Greater than or = to	But less than	APPR Pts	
89	101	20	Highly Effective
88	89	19	Highly Effective
87	88	18	Highly Effective
86	87	17	Effective
85	86	16	Effective
84	85	15	Effective
83	84	14	Effective
82	83	13	Effective
81	82	12	Effective
80	81	11	Effective
79	80	10	Effective
78	79	9	Effective
70	78	8	Developing
68	70	7	Developing
66	68	6	Developing
64	66	5	Developing
62	64	4	Developing
60	62	3	Developing
58	60	2	Ineffective
55	58	1	Ineffective
0	55	0	Ineffective

This composite score will be a result of the percent proficient in SCIENCE 4 and 8 as well as all Regents exams. This will be a district wide composite score and growth will be determined by comparing the number to the prior year. Proficiency will be defined as a level 3 or higher and/or a 65 or higher on Regents examinations.

**Students with disabilities will be deemed proficient with 55 on Regents Exams. Students with disabilities will be deemed proficient if they score a high level 2 on SCIENCE 4 & 8.

Greater than or = to	But less than	APPR Pts	
89	101	15	Highly Effective
88	89	14	Highly Effective
87	88	13	Highly Effective
86	87	12	Effective
85	86	11	Effective
84	85	10	Effective
83	84	9	Effective
82	83	8	Effective
81	82	7	Effective
80	81	6	Effective
79	80	5	Developing
78	79	4	Developing
70	78	3	Developing
68	70	2	Developing
66	68	1	Ineffective
0	66	0	Ineffective

When there is a value-added model in the place the chart above will be used for 15 points for the local measure.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature:  Date: 8-22-13

Teachers Union President Signature:  Date: 8/22/13

Administrative Union President Signature:  Date: 8/23/13

Board of Education President Signature:  Date: 8/22/13