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
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Albany, New York 12234

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December 12, 2012

Bruce Amey, Superintendent
Avon Central School District
191 Clinton Street
Avon, NY 14414

Dear Superintendent Amey:

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: Michael Glover

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 Wednesday, May 30, 2012
Updated Monday, November 19, 2012

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 : 240101040000

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

240101040000

1.2) School District Name: AVON CSD

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

AVON CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, May 30, 2012
Updated Monday, November 26, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade K Assessment
1	District, regional, or BOCES-developed assessment	GVEP-developed ELA Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	GVEP-developed ELA Grade 2 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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating catagories as identified below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If the indicated percent of students meet the identified targets: 20 points: 95% - 100% 19 points: 90% - 94% 18 points: 86% - 89%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If the indicated percent of students meet the identified targets: 17 points: 85% 16 points: 84% 15 points: 83% 14 points: 82% 13 points: 81% 12 points: 80% 11 points: 79% 10 points: 77% - 78% 9 points: 75% - 76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If the indicated percent of students meet the identified targets: 8 points: 73% - 74% 7 points: 71% - 72% 6 points: 69% - 70% 5 points: 67% - 68% 4 points: 66% 3 points: 65%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If the indicated percent of students meet the identified targets: 2 points: 51% - 64% 1 point: 21% - 50% 0 points: 0% - 20%

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	GVEP-developed Math Grade K Assessment
1	District, regional, or BOCES-developed assessment	GVEP-developed Math Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	GVEP-developed Math Grade 2 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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating catagories as identified below.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If the indicated percent of students meet the identified targets: 2 points: 51% - 64% 1 point: 21% - 50% 0 points: 0% - 20%

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	GVEP-developed Science Grade 6 Assessment
7	District, regional or BOCES-developed assessment	GVEP-developed Science Grade 7 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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating catagories as identified below.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If the indicated percent of students meet the identified targets: 2 points: 51% - 64% 1 point: 21% - 50% 0 points: 0% - 20%

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	GVEP-developed Social Studies Grade 6 Assessment
7	District, regional or BOCES-developed assessment	GVEP-developed Social Studies Grade 7 Assessment

8	District, regional or BOCES-developed assessment	GVEP-developed Social Studies Grade 8 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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating catagories as identified below.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 2 points: 51% - 64% 1 point: 21% - 50% 0 points: 0% - 20%

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	GVEP-developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating catagories as identified below.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 2 points: 51% - 64% 1 point: 21% - 50% 0 points: 0% - 20%

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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating catagories as identified below.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 2 points: 51% - 64% 1 point: 21% - 50% 0 points: 0% - 20%

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.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating catagories as identified below.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 2 points: 51% - 64% 1 point: 21% - 50% 0 points: 0% - 20%

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	GVEP-developed ELA Grade 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GVEP-developed ELA Grade 10 Assessment
Grade 11 ELA	Regents assessment	NYS ELA Grade 11 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating catagories as identified below.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 2 points: 51% - 64% 1 point: 21% - 50% 0 points: 0% - 20%

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
all other courses not mentioned above	District, Regional or BOCES-developed	GVEP regionally-developed grade subject-specific assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating catagories as identified below.
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

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

The only controls used in setting targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.

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 Tuesday, September 04, 2012
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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.
5	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)

6	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
7	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
8	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)

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.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-8, the percentage of students passing the 5 core Regents exams will be: 15 points: 94% - 100% 14 points: 86% - 93% For teachers in grade 4, see uploaded conversion chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-8, the percentage of students passing the 5 core Regents exams will be: 13 points: 84% - 85% 12 points: 82% - 83% 11 points: 80% - 81% 10 points: 78% - 79% 9 points: 76% - 77% 8 points: 75% For teachers in grade 4, see uploaded conversion chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-8, the percentage of students passing the 5 core Regents exams will be: 7 points: 72% -74% 6 points: 69% -71% 5 points: 67% - 68% 4 points: 66% 3 points: 65% For teachers in grade 4, see uploaded conversion chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-8, the percentage of students passing the 5 core Regents exams will be: 2 points: 51% -64% 1 point: 21% -50% 0 points: 0% -20% For teachers in grade 4, see uploaded conversion chart.

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	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.
5	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
6	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
7	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
8	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)

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.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-8, the percentage of students passing the 5 core Regents exams will be: 15 points: 94% - 100% 14 points: 86% - 93% For teachers in grade 4, see uploaded conversion chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-8, the percentage of students passing the 5 core Regents exams will be: 13 points: 84% - 85% 12 points: 82% - 83% 11 points: 80% - 81% 10 points: 78% - 79% 9 points: 76% - 77% 8 points: 75% For teachers in grade 4, see uploaded conversion chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement	For teachers of grades 5-8, the percentage of students passing the 5 core Regents exams will be:

for grade/subject.	7 points: 72% -74% 6 points: 69% -71% 5 points: 67% - 68% 4 points: 66% 3 points: 65% For teachers in grade 4, see uploaded conversion chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-8, the percentage of students passing the 5 core Regents exams will be: 2 points: 51% -64% 1 point: 21% -50% 0 points: 0% -20% For teachers in grade 4, see uploaded conversion chart.

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/5139/171669-rhJdBgDruP/12-11-26 APPR local measures chart.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.
1	6(ii) School-wide measure computed locally	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.
2	6(ii) School-wide measure computed locally	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.
3	6(ii) School-wide measure computed locally	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.

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.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score

	as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in grades K-4, see uploaded conversion chart in 3.3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in grades K-4, see uploaded conversion chart in 3.3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in grades K-4, see uploaded conversion chart in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in grades K-4, see uploaded conversion chart in 3.3.

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	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.
1	6(ii) School-wide measure computed locally	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.
2	6(ii) School-wide measure computed locally	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.
3	6(ii) School-wide measure computed locally	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.

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.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in grades K-4, see uploaded conversion chart in 3.3.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in grades K-4, see uploaded conversion chart in 3.3.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in grades K-4, see uploaded conversion chart in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in grades K-4, see uploaded conversion chart in 3.3.

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	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
7	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
8	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)

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.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 20 points: 95% - 100% 19 points: 90% - 94% 18 points: 86% - 89%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 17 points: 85% 16 points: 84% 15 points: 83% 14 points: 82% 13 points: 81% 12 points: 80% 11 points: 79% 10 points: 77% -78%

	9 points: 75% -76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 8 points: 73% -74% 7 points: 71% - 72% 6 points: 69% -70% 5 points: 67% - 68% 4 points: 66% 3 points: 65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 2 points: 51% -64% 1 point: 21% -50% 0 points: 0% -20%

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	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
7	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
8	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)

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.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 20 points: 95% - 100% 19 points: 90% - 94% 18 points: 86% - 89%

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 17 points: 85% 16 points: 84% 15 points: 83% 14 points: 82% 13 points: 81% 12 points: 80% 11 points: 79% 10 points: 77% -78% 9 points: 75% -76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 8 points: 73% -74% 7 points: 71% - 72% 6 points: 69% -70% 5 points: 67% - 68% 4 points: 66% 3 points: 65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 2 points: 51% -64% 1 point: 21% -50% 0 points: 0% -20%

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	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
Global 2	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
American History	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)

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.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 20 points: 95% - 100% 19 points: 90% - 94% 18 points: 86% - 89%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 17 points: 85% 16 points: 84% 15 points: 83% 14 points: 82% 13 points: 81% 12 points: 80% 11 points: 79% 10 points: 77% -78% 9 points: 75% -76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 8 points: 73% -74% 7 points: 71% - 72% 6 points: 69% -70% 5 points: 67% - 68% 4 points: 66% 3 points: 65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 2 points: 51% -64% 1 point: 21% -50% 0 points: 0% -20%

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	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
Earth Science	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
Chemistry	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government,

		Globies Studies, Algebra, and Living Environment)
Physics	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 20 points: 95% - 100% 19 points: 90% - 94% 18 points: 86% - 89%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 17 points: 85% 16 points: 84% 15 points: 83% 14 points: 82% 13 points: 81% 12 points: 80% 11 points: 79% 10 points: 77% -78% 9 points: 75% -76%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 8 points: 73% -74% 7 points: 71% - 72% 6 points: 69% -70% 5 points: 67% - 68% 4 points: 66% 3 points: 65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 2 points: 51% -64% 1 point: 21% -50% 0 points: 0% -20%

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	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
Geometry	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
Algebra 2	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)

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.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 20 points: 95% - 100% 19 points: 90% - 94% 18 points: 86% - 89%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 17 points: 85% 16 points: 84% 15 points: 83% 14 points: 82% 13 points: 81% 12 points: 80% 11 points: 79% 10 points: 77% -78% 9 points: 75% -76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 8 points: 73% -74% 7 points: 71% - 72% 6 points: 69% -70% 5 points: 67% - 68%

	4 points: 66% 3 points: 65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 2 points: 51% -64% 1 point: 21% -50% 0 points: 0% -20%

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	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
Grade 10 ELA	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
Grade 11 ELA	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)

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.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 20 points: 95% - 100% 19 points: 90% - 94% 18 points: 86% - 89%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 17 points: 85% 16 points: 84%

	15 points: 83% 14 points: 82% 13 points: 81% 12 points: 80% 11 points: 79% 10 points: 77% -78% 9 points: 75% -76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 8 points: 73% -74% 7 points: 71% - 72% 6 points: 69% -70% 5 points: 67% - 68% 4 points: 66% 3 points: 65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 2 points: 51% -64% 1 point: 21% -50% 0 points: 0% -20%

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
ALL OTHER COURSES or SUBJECTS not included above for teachers in grades 5 - 12	6(ii) School wide measure computed locally	Percentage of students passing the 5 required core Regents exams (i.e., Comprehensive English, US History Government, Globies Studies, Algebra, and Living Environment)
ALL OTHER COURSES or SUBJECTS not included above for teachers in grades K - 4	6(ii) School wide measure computed locally	Percentage of students passing the GVEP regionally-developed Math Assessments for grades K - 4.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grade 5 - 12 will receive a building-wide score as indicated below based on the percentage of students passing the 5 core Regents exams in the given year. Teachers in grades K - 4 will receive a building-wide score as indicated below based on the percentage of students passing the GVEP regionally-developed mathematics assessments for students in grades K - 4.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 20 points: 95% - 100% 19 points: 90% - 94% 18 points: 86% - 89% For teachers in grades K-4, see uploaded conversion chart in 3.3.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 17 points: 85% 16 points: 84% 15 points: 83% 14 points: 82% 13 points: 81% 12 points: 80% 11 points: 79% 10 points: 77% -78% 9 points: 75% -76% For teachers in grades K-4, see uploaded conversion chart in 3.3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 8 points: 73% -74% 7 points: 71% - 72% 6 points: 69% -70% 5 points: 67% - 68% 4 points: 66% 3 points: 65% For teachers in grades K-4, see uploaded conversion chart in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers of grades 5-12, the percentage of students passing the 5 core Regents exams will be: 2 points: 51% -64% 1 point: 21% -50% 0 points: 0% -20% For teachers in grades K-4, see uploaded conversion chart in 3.3.

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

(No 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 will not be more than one measure for individual teachers as all teachers within a building are assigned a single building-wide measure (K-4 or 5-12).

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 Wednesday, June 27, 2012
Updated Tuesday, November 20, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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]	35
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	25

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.

Teachers will be rated on characteristics observed using the Observation Form attached. The descriptors within the form are at the effective level from the Dainelson Rubric allowing the observer to rate components per the HEDI scale within the rubric for each component observed. An average score for each observation based on the components observed. A composite observation score is maintained by dividing the sum of all the ratings for all components observed throughout the year by the total number of components observed. This score is then weighted as 35/60 of the Multiple Measures Score. When the Structured Review is completed and rated on the same form and then weighted as 25/60 of the Multiple Measures score, then these two values are added for the final Multiple Measures score.

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

assets/survey-uploads/5091/146199-eka9yMJ855/12-11-15 APPR multiple measures chart.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed standards as evidenced by a Multiple Measures score between 3.5 and 4.0 points, inclusive.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet standards as evidenced by a Multiple Measures score between 2.5 and 3.4 points, inclusive.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet standards as evidenced by a Multiple Measures score between 1.5 and 2.4 points, inclusive.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet standards as evidenced by a Multiple Measures score below 1.5 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	between 59 and 60 points, inclusive.
Effective	between 57 and 58 points, inclusive.
Developing	between 50 and 56 points, inclusive
Ineffective	below 50 points.

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Friday, September 14, 2012
Updated Monday, November 19, 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	between 59 and 60, inclusive
Effective	between 57 and 58, inclusive
Developing	between 50 and 56, inclusive
Ineffective	less than 50

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, September 14, 2012
Updated Monday, November 19, 2012

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/5265/176673-Df0w3Xx5v6/12-08-06 TIP form.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Timeframe for Filing
In order to be timely, the APPR appeal shall be filed, in writing, within fifteen (15) school days after the teacher has received the Annual Professional Performance Review.

The appeal must set forth the specific basis for the appeal. All information pertinent to the appeal must also be submitted upon filing,

and can include but not limited to: specific points of disagreement, all relevant documents/materials, copies of performance review(s), copy of improvement plan.

Filing of the appeal shall be made to the superintendent of schools.

Timeframe for District Response
Within fifteen (15) calendar days of receipt of an appeal, the supervising administrator(s) who issued the performance review will have the opportunity to submit a detailed written response to the appeal to the superintendent. The response should include any and all additional documents or written materials specific to the point(s) of disagreement in the response and that are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

The unit member who filed the appeal shall receive a copy of the supervising administrator's response and any and all additional information/documents submitted with the response as soon as practical but in no case later than two (2) school days after the response is filed.

The Decision
A decision shall be rendered by the superintendent. In the event the superintendent of schools was responsible for any rating contained in the evaluation, including the final rating decision, then the BOCES District Superintendent or his/her designee shall make the decision on appeal.

The superintendent shall render his/her decision in writing no later than thirty (30) calendar days from the date upon which the unit member filed his/her appeal. The decision shall be based on a written record, comprised of the unit member's appeal papers and documentary evidence submitted with the appeal, as well as the supervising administrator's response to the appeal and documentary evidence submitted with the response.

The decision shall set forth the reasons and factual basis for each determination on each of the specific points/issues raised in the unit member's appeal. The superintendent shall have the authority to rescind, modify or affirm the rating of: observations (announced and unannounced) structured reviews, TIPS and Annual Professional Performance Reviews. The superintendent may also order a new evaluation.

A copy of the written decision shall be provided to the unit member and the supervising administrator(s).

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.

Only fully NYS certified administrators (SAS, CAS, SBL, SDL, Certificate of Internship, etc.), that have been hired as administrators in the District may evaluate teachers.

Any fully certified administrator (see definition above) who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education by attending 1 - 10 days of training prior to completion of teacher evaluations. The administrators will attend State-approved training sessions to be certified to evaluate teachers.

The District will work to ensure that lead evaluators and evaluators maintain inter-rater reliability over time by comparing independent ratings of the same observation.

The DIstrict will work to ensure that lead evaluators are re-certified as required by Education Law §3012-c, receiving updated training on any changes in the law, regulations or applicable collective bargaining agreements.

The Superintendent will maintain records of certification and training of evaluators. In the event that an evaluator does not successfully complete the required certification/training prior to the completion of teacher evaluations, the Superintendent will notify the ATA president in writing. The notification to the ATA president will occur by June 1st of the school year.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, September 14, 2012
Updated Wednesday, December 12, 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):

9-12
5-8
(No response)
(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
	K - 4	State assessment	4th grade State Assessments in ELA and Math
	K - 4	State assessment	3rd grade State Assessments in ELA and Math
	K - 4	District, regional, or BOCES-developed	GVEP-developed ELA and Math Assessents grades K, 1, and 2

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.	Avon CSD will use the NYS grade 4 ELA and Math assessments, the NYS grade 3 ELA and Math assessments, and GVEP-developed ELA and Math Assessents in grades K-2 to measure student growth for State Growth for principals. The State will provide the HEDI results for the Grade 4 ELA and Math SLOs which will then be weighted proportionally with the 3rd grade ELA and Math and GVEP-developed ELA and Math Assessents SLO results (see HEDI below for Grades K-3). Our process for establishing growth targets for Grade 3 ELA and Math requires principals and their supervisors to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes pre-assessment results as well as historical academic data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will recieve a rating of Highly Effective when 86-100% of the students meet their individual targets, as follows: 20 points: 95% - 100% 19 points: 90% - 94% 18 points: 86% - 89%

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will recieve a rating of Effective when 75-85% of the students meet their individual targets, as follows: 17 points: 85% 16 points: 84% 15 points: 83% 14 points: 82% 13 points: 81% 12 points: 80% 11 points: 79% 10 points: 77% - 78% 9 points: 75% - 76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will recieve a rating of Developing when 65-74% of the students meet their individual targets, as follows: 8 points: 73% - 74% 7 points: 71% - 72% 6 points: 69% - 70% 5 points: 67% - 68% 4 points: 66% 3 points: 65%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will recieve a rating of Ineffective when 64% or less of the students meet their individual targets, as follows: 2 points: 51% - 64% 1 point: 21% - 50% 0 points: 0% - 20%

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.

The only controls used in setting targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.

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 Friday, September 14, 2012
Updated Monday, November 19, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	The locally selected measure of student achievement for the principal will be the 3-yr avg of the 4-year District Graduation Rate
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	The locally selected measure of student achievement for the principal will be the 3-yr avg of the 4-year District Graduation Rate

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.	The locally selected measure of student achievement for the principal will be the 3-yr avg of the 4-year District Graduation Rate
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-year graduation avg will be: 15 points: 93% - 100% 14 points: 86% - 92%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-year graduation avg will be: 13 points: 84% - 85% 12 points: 82% - 83% 11 points: 80% - 81% 10 points: 78% - 79% 9 points: 76% - 77% 8 points: 75%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement	3-year graduation avg will be: 7 points: 72% -74%

for grade/subject.	6 points: 69% -71% 5 points: 67% - 68% 4 points: 66% 3 points: 65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-year graduation avg will be: 2 points: 51% -64% 1 points: 21% -50% 0 points: 0% -20%

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	Principal in grades K - 4 will receive a building-wide score based on the percentage of students passing the regionally-developed mathematics assessments in grades K - 4

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.	Principal in grades K - 4 will receive a building-wide score based on the percentage of students passing the regionally-developed mathematics assessments in grades K - 4
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For principal of grades K-4, see uploaded conversion chart below
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For principal of grades K-4, see uploaded conversion chart below
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For principal of grades K-4, see uploaded conversion chart below

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For principal of grades K-4, see uploaded conversion chart below

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

(No response)

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

assets/survey-uploads/5366/176959-T8MlGWUVm1/12-11-15 APPR 20 local measures chart.pdf

8.3) Locally Developed Controls

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

The only controls used in setting targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.

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.

There will not be more than one measure for individual principals each one will be assigned a single building-wide measure (K-4 or 5-12), as described above.

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 Friday, September 14, 2012
Updated Tuesday, November 20, 2012

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)

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.

To assure that all of the six 2008 ISLLC Standards are evaluated each year, the District will use Marshall's Principal Evaluation Rubric. During each school year, the Superintendent will visit each principal's building at least three times (at least one of which will be unannounced and two visits will be at times agreed upon between the principal and the Superintendent) , and principals will submit other evidence to address ISLLC standards not observed during the school visits. All building visits will be completed by April 30 each year; all "other evidence" will be submitted by the principal to the Superintendent by April 30 of each year.

All rubric score averages for every component of the 60 points will documented on the Principal Observation Form, which has been formatted to automatically calculate the final average rubric score for evidence collected during building observations and, during the structured review, other evidence submitted addressing the ISLLC Standards. Each principal's rating will be calculated using the Multiple Measures Conversion Scale.

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/5143/177155-pMADJ4gk6R/SED sect 9.7 Marshall Rubric for Principals w Conversion chart 12-11-19.pdf

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed standards as evidenced by a Multiple Measures score between 3.5 and 4.0 points, inclusive.
Effective: Overall performance and results meet standards.	Overall performance and results meet standards as evidenced by a Multiple Measures score between 2.5 and 3.4 points, inclusive.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards as evidenced by a Multiple Measures score between 1.5 and 2.4 points, inclusive.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards as evidenced by a Multiple Measures score below 1.5 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	between 59 and 60 points, inclusive.
Effective	between 57 and 58 points, inclusive.
Developing	between 50 and 56 points, inclusive.
Ineffective	below 50 points.

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, September 14, 2012
Updated Tuesday, November 20, 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 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	between 59 and 60, inclusive
Effective	between 57 and 58, inclusive
Developing	between 50 and 56, inclusive
Ineffective	less than 50

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, September 14, 2012
Updated Tuesday, November 20, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/177221-Df0w3Xx5v6/AAA PIP form_1.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:

Time Frame for Filing Appeal:
All appeals shall be filed in writing to the Superintendent no later than fifteen (15) calendar days of the date when the principal receives his/her final and complete annual professional performance review. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information

not submitted at the time the appeal is filed shall not be considered.

Timeframe for District response:
Within fifteen (15) calendar days of receipt of an appeal, the Superintendent must submit to the petitioner a detailed written response to the appeal. The response must include all documentation or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.

Decision Process for appeal:
Within five (5) business days of the Superintendent's response, should the principal desire to continue the appeal process, a letter will be written by the petitioner and the Superintendent jointly to the BOCES District Superintendent requesting him/her, or his/her designee, to resolve the appeal. Only documents and materials previously submitted as part of the current appeal proceedings by either party will accompany the letter to the BOCES District Superintendent. The BOCES District Superintendent, or his/her designee, will consider only the information submitted in rendering his/her decision on the appeal.

Decision:
A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the date of submission. Such decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The BOCES District Superintendent, or his/her designee, must either affirm, set aside, or modify a district's rating. A copy of the decision shall be provided to the principal and the Superintendent.

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.

As the sole evaluator of principals, the Superintendent will be properly trained in the nine elements identified, completing training through the Genesee Valley Educational Partnership, NYSCOSS, and other State-approved training programs, which will consist of a number of full-day trainings and shorter workshops throughout the year.

Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within the Marshall Rubric will take place for the professional growth of the Superintendent and the administrative team.

The Board of Education will certify that the Superintendent has been certified to conduct principal evaluations. The Superintendent will attend recertification sessions as are necessary as required by Education Law §3012-c, receiving updated training on any changes in the law or, regulations.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, September 14, 2012
Updated Wednesday, December 05, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/176893-3Uqgn5g9Iu/12. Certification.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.

Multiple Measures – 60%

The follow conversion chart will be used to convert a Rubric Score to a Composite Score:

Total Average Rubric Score	Rating	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
1.4 – 1.499		49

Developing 50-56		
1.5 – 1.599		50
1.6 – 1.799		51
1.8 – 1.899		52
1.9 – 1.999		53
2 – 2.199		54
2.2 – 2.299		55
2.3 – 2.499		56
Effective 57-58		
2.5 – 2.799		57
2.8 – 3.499		58
Highly Effective 59-60		
3.5 – 3.699		59
3.7 - 4		60

Local Measures – Student Performance Conversion Chart for Assessments Scored on 0-100 Scale

0-100 Point Scale Conversion Chart	
Percentage of Students Passing Assessment	Converted to 1-4 Rating
Ineffective	
0 – 14	1
15 – 27	1.1
28 – 40	1.2
41 – 53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65 – 66	2.5
67 – 68	2.6
69 – 70	2.7
71 – 72	2.8
73 – 74	2.9
75 – 76	3
77 – 78	3.1
79 – 80	3.2
81 – 82	3.3
83 – 84	3.4
Highly Effective	
85 – 86	3.5
87 – 88	3.6
89 – 91	3.7
92 – 94	3.8
95 – 97	3.9
98 – 100	4

20% local measures – Student Performance Conversion Chart for 1-4 Rubric to Sub-Component Score

Example **1-4 Rubric Conversion Scale**	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1 – 1.2	1
1.3 – 1.4	2
Developing	
1.5 – 1.6	3
1.7 – 1.8	4
1.9	5
2 – 2.1	6
2.2 – 2.3	7
2.4	8
Effective	
2.5	9
2.6	10
2.7	11
2.8	12
2.9	13
3 – 3.1	14
3.2	15
3.3	16
3.4	17
Highly Effective	
3.5 – 3.6	18
3.7 – 3.8	19
3.9 – 4	20

15% local measures – Value Added Student Performance Conversion Chart for 1-4 Rubric to Sub-Component Score

Example **1-4 Rubric Conversion Scale**	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1	0
1.1 – 1.2	1
1.3 – 1.4	2
Developing	
1.5 – 1.6	3
1.7 – 1.8	4
1.9 – 2	5
2.1 – 2.2	6
2.4 – 2.4	7
Effective	
2.5	8
2.6 – 2.7	9
2.8 – 2.9	10
3.0	11
3.1 – 3.2	12
3.3 – 3.4	13
Highly Effective	
3.5 – 3.8	14
3.9 - 4	15

AVON TEACHER IMPROVEMENT PLAN (TIP)

Teacher: _____ Tenure Area: _____ Date for TIP Final Evaluation: _____

Evaluator: _____ Position: _____

STATUS

☐1st Year Probationer ☐2nd Year Probationer ☐3rd Year Probationer ☐Tenured ☐Other_____

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP is not a disciplinary action; it is intended to assist professional staff with performance to positively impact student achievement.. A TIP shall be developed collaboratively between the teacher and the evaluator based on multiple measures of teacher performance.

Place a check mark on the line next to any standard that is rated as Developing or Ineffective.

___ Knowledge of Students and Student Learning ____ Knowledge of Content ____ Instruction al Practice ____ Learning Environment ____ Assessment of Student Learning

___ Professional Responsibilities and Collaboration ____ Professional Growth

In the space below, describe the following: List goals to address the standards assessed as Developing or Ineffective; list differentiated activities to support improvement for the identified goals; describe the manner in which the improvement will be assessed, and provide a timeline for achieving improvement.

Goals to address area(s) indicated above:	**Activities/Resources for goal accomplishment:**	**How will the improvement be assessed? (What evidence/data will be submitted to demonstrate the deficiency has improved?)**	**Monitoring Timeline:**

I agree that this TIP was developed collaboratively between the Teacher and the Evaluator.

_____ _____ _____ _____

Teacher Signature Date Evaluator Signature Date

TIP Progress Monitoring Conference(s)

Date: **Comments:**	**Date:** **Comments:**	**Date:** **Comments:**	**Date:** **Comments:**	**Date:** **Comments:**

Final TIP Conference

Administrator's Comments:

Administrator's Signature_____ Date _____

Educator's Comments:

Educator's Signature _____ Date _____
cc: Superintendent and Shared Administrator (if applicable)

20% local measures – Student Performance Conversion Chart for Assessments Scored on 0-100 Scale

Example 0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0 – 14	1
15 – 27	1.1
28 – 40	1.2
41 – 53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65 – 66	2.5
67 – 68	2.6
69 – 70	2.7
71 – 72	2.8
73 – 74	2.9
75 – 76	3
77 – 78	3.1
79 – 80	3.2
81 – 82	3.3
83 – 84	3.4
Highly Effective	
85 – 86	3.5
87 – 88	3.6
89 – 91	3.7
92 – 94	3.8
95 – 97	3.9
98 – 100	4

***Can be used with any assessment scored on a 100 point scale**

20% local measures – Student Performance Conversion Chart for 1-4 Rubric to Sub-Component Score

Example **1-4 Rubric Conversion Scale**	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1.5
1.3	2.0
1.4	2.5
Developing	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
Effective	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
Highly Effective	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

15% local measures – Value Added Student Performance Conversion Chart for 1-4 Rubric to Sub-Component Score

Example **1-4 Rubric Conversion Scale**	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1	0
1.2	1
1.4	2
Developing	
1.5	3
1.7	4
2.0	5
2.2	6
2.4	7
Effective	
2.5	8
2.7	9
2.9	10
3.0	11
3.2	12
3.4	13
Highly Effective	
3.5	14
4	15

Avon Central School PRINCIPAL Observation Form

Marshall Rubric

Principal: _____ Building: _____

Observation Dates: _____ Observer Name: _____

[RATING will be based ONLY on what is observed and at what level: 4 = highly effective 3 = effective, 2 = developing, 1 = ineffective. There is NO expectation that every component will be evaluated during any one observation.]

A. Diagnosis and Planning								Strctd Rev
Component:	Strd	Description:	rating					
a. Team	3d	Recruits and develops a leadership team with a balance of skills.						
b. Diagnosis	1b, 1d, 4a	Carefully assesses the school's strengths and areas for development.						
c. Gap	1b, 4a	Motivates colleagues by comparing students' current achievement with rigorous expectations.						
d. Mission	1a	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.						
e. Target	1d	Builds staff support for a 3-4 - year student achievement target						
f. Theory	1d	Researches and writes a convincing theory of action for improving achievement.						
g. Strategy	1c	Gets input and writes a comprehensive, measurable strategic plan for the current year.						
h. Support	1d	Builds ownership and support among stakeholders or achieving annual goals.						
i. Enlisting	1a, 2a	Manages resistance, low expectations, and fear of change.						
j. Revision	1e, 4a	Periodically measures progress, listens to feedback, and revises the strategic plan.						

Evidence:

B. Priority Management and Communication			0	0	0	0	0	Strctd Rev
Component:	Strd	Description:	rating					
a. Planning	3a	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.						
b. Communication	1	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.						
c. Outreach	6b	Regularly reaches out to staff, students, parents, and external partners for feedback and help.						
d. Follow-Up		Writes down important information, remembers, prioritizes, and almost always follows up.						
e. Expectations	3a, 3c	Makes sure staff know what is expected for management procedures and discipline.						
f. Delegation	3d	Delegates appropriate tasks to competent staff members and checks on progress.						
g. Meetings	2f	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.						
h. Prevention	3e	Is effective at preventing and/or deflecting many timewasting crises and activities.						
i. Efficiency	3a	Has a system for dealing with e-mail, paperwork, and administrative chores.						
j. Balance		Is healthy and focused by balancing work demands with healthy habits.						

Evidence:

C. Curriculum and Data			0	0	0	0	0	Strctd Rev
Component:	Strd	Description:	rating					
a. Expectations	1a, 1c, 1d, 1e,2a	Tells teachers exactly what students should know and be able to do by the end of each grade level.						
b. Baselines	1b, 2e, 2f, 4a	Provides teacher teams with previous-year test data and asks them to assess students' current levels.						
c. Targets	4a, 5a	Works with grade-level and subject-area teams to set measurable student goals for the current year.						
d. Materials	2b, 3b	Gets teachers effective literacy, math, science, and social studies materials and technology.						
e. Interims	2d, 2e, 3e	Orchestrates common interim assessments to monitor student learning several times a year.						
f. Analysis	1b, 2i, 4a, 5a	Monitors teacher teams as they analyze interim assessment results and formulate action plans.						
g. Causes	2e, 2f, 3c, 5e	Asks that data meetings go beyond what students got wrong and delve into why.						
h. Follow-Up	2f, 4a, 4b	Asks teams to follow up each interim assessment with reteaching and remediation.						
i. Monitoring	5a	Monitors data in several key areas and uses them to inform improvement efforts.						
j. Celebration	5b	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.						

Evidence:

D. Supervision, Evaluation, and Professional Development			0	0	0	0	0	Strctd Rev
Component:	Strd	Description:	rating					
a. Meetings	1b, a2, 2i	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.						
b. Ideas	2b, 2d	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.						
c. Development	2a, 2b, 2f	Organizes aligned, on-going coaching and training that builds classroom proficiency.						
d. Empowerment	3d	Orchestrates regular teacher team meetings as the prime locus for professional learning.						
e. Support	2a, 3d, 3e	Ensures that teacher teams have facilitators so meetings are focused and substantive.						
f. Units	2b, 2d	Asks teacher teams to cooperatively plan curriculum units following a common format.						
g. Evaluation	1b, 2d, 4a	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.						
h. Ctiticism	2d, 2e, 4a	Provides redirection and support to teachers who are less than proficient.						
i. Housecleaning	5d	Counsels out or dismisses most ineffective teachers, following contractual requirements.						
j. Hiring	2c, 3b	Recruits and hires effective teachers.						

Evidence:

E. Discipline and Family Involvement			0	0	0	0	0	Strctd Rev
Component:	Strd	Description:	rating					
a. Expectations	3c	Sets expectations for student behavior and establishes schoolwide routines and consequences.						
b. Effectiveness	2g, 3a	Deals quickly with disruptions to learning and looks for underlying causes.						
c. Celebration	2c, 6a	Praises student achievement and works to build school spirit.						
d. Training	2f	Organizes workshops and suggests articles and books on classroom management.						
e. Support	2c, 2d	Identifies struggling students and works to get support services to meet their needs.						
f. Openess	4c	Makes parents feel welcome, listens to their concerns, and tries to get them involved.						
g. Curriculum	4c	Sends home information on the grade-level learning expectations and ways parents can help at home.						
h. Conferences	4a	Works to maximize the number of face-to-face parent/ teacher report card conferences.						
i. Communication	4c	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.						
j. Safety-net	6a	Provides programs for most students whose parents do not provide adequate support.						

Evidence:

F. Management and External Relations			0	0	0	0	0	Strctd Rev
Component:	Strd	Description:	rating					
a. Strategies	2	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.						
b. Scheduling	2g, 3a, 3e	Creates a schedule that provides meeting times for all key teams.						
c. Movement	3a, 3e	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.						
d. Custodians	3a, 3c	Supervises staff to keep the campus clean, attractive, and safe.						
e. Transparency	5b	Ensures that staff members know how and why key decisions are being made.						
f. Bureaucracy	3e	Manages bureaucratic, contractual, and legal issues efficiently and effectively.						
g. Budget	3b	Manages the school's budget and finances to support the strategic plan.						
h. Compliance		Fulfills compliance and reporting responsibilities to the district and beyond.						
i. Relationships	4d	Builds relationships with district and external staffers so they will be helpful with paperwork and process.						
j. Resources	6b	Is effective in bringing additional human and financial resources into the school.						

Evidence:

Average Ratings each date:	0	0	0	0	0	Strctd Rev
	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
#DIV/0! **Observation Composite Score** Number of items:	0	0	0	0	0	0
#DIV/0! **MULTIPLE MEASURES SCORE** Total # of Points:	0	0	0	0	0	0

Observer comments:

Teacher comments:

Principal Acknowledgment : I have reviewed this document and discussed the contents with the observer. My signature means that I have been advised of the contents of this observation and does not necessarily imply that I agree with the results.

Principal Signature / Date

Superintendent Signature / Date

Multiple Measures – 60%

The follow conversion chart will be used to convert a Rubric Score to a Composite Score:

Total Average Rubric Score	Rating	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
1.4 – 1.499		49

Developing 50-56		
1.5 – 1.599		50
1.6 – 1.799		51
1.8 – 1.899		52
1.9 – 1.999		53
2 – 2.199		54
2.2 – 2.299		55
2.3 – 2.499		56
Effective 57-58		
2.5 – 2.799		57
2.8 – 3.499		58
Highly Effective 59-60		
3.5 – 3.699		59
3.7 - 4		60

AVON PRINCIPAL IMPROVEMENT PLAN (PIP -- GLADYS)

Principal: _____ Position: _____ Date for PIP Final Evaluation: _____

Superintendent: _____

STATUS

☐1st Year Probationer ☐2nd Year Probationer ☐3rd Year Probationer ☐Tenured ☐Other_____

The NYS Commissioner's Regulation (30-2.10) requires that any principal with an annual professional performance review rated as Developing or Ineffective shall receive a Principal Improvement Plan. A PIP is not a disciplinary action; it is intended to assist professional staff with performance to positively impact student achievement. A GLADYS shall be developed collaboratively between the principal and the Superintendent based on multiple measures of a principal's performance.

Place a check mark on the line next to any ISLLC standard that is rated as Developing or Ineffective.

____ Vision of learning shared/supported by stakeholders ____ Culture and program support student learning and staff professional development ____ Management of organization

___ Collaborating with and mobilizing stakeholders ___ Integrity, fair and ethical behavior ____ Influencing political/social/economic/legal/cultural context

In the space below, describe the following: List goals to address the standards assessed as Developing or Ineffective; list differentiated activities to support improvement for the identified goals; describe the manner in which the improvement will be assessed, and provide a timeline for achieving improvement.

Goals to address area(s) indicated above:	**Activities/Resources for goal accomplishment:**	**How will the improvement be assessed? (What evidence/data will be submitted to demonstrate the deficiency has improved?)**	**Monitoring Timeline:**

I agree that this PIP was developed collaboratively between the Principal and the Superintendent.

_____ _____ _____ _____

Principal Signature Date Superintendent Signature Date

PIP Progress Monitoring Conference(s)

Date: **Comments:**	**Date:** **Comments:**	**Date:** **Comments:**	**Date:** **Comments:**	**Date:** **Comments:**

Final PIP Conference

Superintendent's Comments:

Superintendent's Signature_____ Date _____

Principal's Comments:

Principal's Signature _____ Date _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 12/10/2012

Bruce D. Amey

Teachers Union President Signature: Date: 12/10/2012

Administrative Union President Signature: Date: 12/10/2012

Robert T. Lupsinella

Board of Education President Signature: Date: 12/10/2012