



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

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

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

February 28, 2014

Revised

Lynne Erdle, Superintendent
Canandaigua City School District
143 North Pearl St.
Canandaigua, NY 14424

Dear Superintendent Erdle:

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. 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,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.
Commissioner

Attachment

c: Scott Bischooping

NOTE:

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

Created Tuesday, April 30, 2013

Updated Thursday, February 13, 2014

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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 430300050000

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

430300050000

1.2) School District Name: CANANDAIGUA CITY SD

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

CANANDAIGUA CITY SD

1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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

1.3) 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

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

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, 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.	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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMs Web
1	State-approved 3rd party assessment	AIMs Web
2	State-approved 3rd party assessment	AIMs Web

	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 measuring student growth on the assessments listed for this Task.

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.	The teachers and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points score will be assigned as seen in the attached chart. Where a teacher has more than one SLO, SLO measures will be weighted proportionately based on the number of students in each SLO.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The range for highly effective has been set at 86% - 100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The range for effective has been set at 65% - 85%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The range for developing has been set at 36% - 64%.

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

The range for ineffective has been set at 0% - 35%.

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	State-approved 3rd party assessment	AIMs Web
1	State-approved 3rd party assessment	AIMs Web
2	State-approved 3rd party assessment	AIMs Web

	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 measuring student growth on the assessments listed for this Task.

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.

The teachers and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points score will be assigned as seen in the attached chart. Where a teacher has more than one SLO, SLO measures will be weighted proportionately based on the number of students in each SLO.

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

The range for highly effective has been set at 86% - 100%.

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

The range for effective has been set at 65% - 85%.

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

The range for developing has been set at 36% - 64%

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

The range for ineffective has been set at 0% - 35%.

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	Canandaigua City School District developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	Canandaigua City School District developed 7th grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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.	The teachers and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points score will be assigned as seen in the attached chart. Where a teacher has more than one SLO, SLO measures will be weighted proportionately based on the number of students in each SLO.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The range for highly effective has been set at 86% - 100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The range for effective has been set at 65% - 85%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The range for developing has been set at 36% - 64%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The range for ineffective has been set at 0% - 35%.

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	Canandaigua City School District developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Canandaigua City School District developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Canandaigua City School District developed 8th grade Social Studies Assessment

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

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.	The teachers and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points score will be assigned as
---	---

seen in the attached chart. Where a teacher has more than one SLO, SLO measures will be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The range for highly effective has been set at 86% - 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The range for effective has been set at 65% - 85%.
Developing (3 - 8 points) Results are below District goals for similar students.	The range for developing has been set at 36% - 64%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The range for ineffective has been set at 0% - 35%.

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	Canandaigua City School District 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 measuring student growth on the assessments listed for this Task.

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.	The teachers and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points score will be assigned as seen in the attached chart. Where a teacher has more than one SLO, SLO measures will be weighted proportionately based on the number of students in each SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The range for highly effective has been set at 86% - 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The range for effective has been set at 65% - 85%.
Developing (3 - 8 points) Results are below District goals for similar students.	The range for developing has been set at 36% - 64%

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

The range for ineffective has been set at 0% - 35%.

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 measuring student growth on the assessments listed for this Task.

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.

The teachers and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points score will be assigned as seen in the attached chart. Where a teacher has more than one SLO, SLO measures will be weighted proportionately based on the number of students in each SLO.

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

The range for highly effective has been set at 86% - 100%.

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

The range for effective has been set at 65% - 85%.

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

The range for developing has been set at 36% - 64%.

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

The range for ineffective has been set at 0% - 35%.

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	The teachers and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points score will be assigned as seen in the attached chart. Where a teacher has more than one SLO, SLO measures will be weighted proportionately based on the number of students in each SLO. For Algebra 1, students will take the New York State Common Core Algebra Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The range for highly effective has been set at 86% - 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The range for effective has been set at 65% - 85%.
Developing (3 - 8 points) Results are below District goals for similar students.	The range for developing has been set at 36% - 64%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The range for ineffective has been set at 0% - 35%.

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	Canandaigua City School District developed ELA 9 assessment.
Grade 10 ELA	District, regional or BOCES-developed assessment	Canandaigua City School District developed ELA 10 assessment.
Grade 11 ELA	Regents assessment	Grade 11 Comprehensive English Regents 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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.	The teachers and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points score will be assigned as seen in the attached chart. Where a teacher has more than one SLO, SLO measures will be weighted proportionately based on the number of students in each SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The range for highly effective has been set at 86% - 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The range for effective has been set at 65% - 85%.
Developing (3 - 8 points) Results are below District goals for similar students.	The range for developing has been set at 36% - 64%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The range for ineffective has been set at 0% - 35%.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Canandaigua City School District developed grade/course specific art assessment.
Music, General	District, Regional or BOCES-developed	Canandaigua City School district developed grade/course specific general music assessment.
Music, Instrumental	District, Regional or BOCES-developed	Canandaigua City School District grade/course specific instrumental music assessment.
Music, vocal	District, Regional or BOCES-developed	Canandaigua City School District grade/course specific vocal music assessment.
Physical Education	District, Regional or BOCES-developed	Canandaigua City School District developed grade/course specific physical education assessment.
Business	District, Regional or BOCES-developed	Canandaigua City School District developed course specific business assessment.
Technology	District, Regional or BOCES-developed	Canandaigua City School District developed grade/course specific technology assessment.
Family and Consumer Science	District, Regional or BOCES-developed	Canandaigua City School District developed grade specific Family and Consumer Science assessment.
Health	District, Regional or BOCES-developed	Canandaigua City School District developed grade/course specific health assessment.

Math, not included above	District, Regional or BOCES-developed	Canandaigua City School District developed course specific math assessment.
English, not included above	District, Regional or BOCES-developed	Canandaigua City School District developed course specific ELA assessment.
Social Studies, not included above	District, Regional or BOCES-developed	Canandaigua City School District developed course specific social studies assessment.
Science, not included above	District, Regional or BOCES-developed	Canandaigua City School District developed course specific science assessment.
Foreign Language, Spanish	District, Regional or BOCES-developed	Canandaigua City School District developed course/grade specific Spanish assessment.
Foreign Language, French	District, Regional or BOCES-developed	Canandaigua City School District developed course/grade specific French assessment.
Any teacher not included above	District, Regional or BOCES-developed	Canandaigua City School District developed course/grade specific assessment.

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

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.	The teachers and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points score will be used be assigned as seen in the attached chart. Where a teacher has more than one SLO, SLO measures will be weighted proportionately based on the number of students in each SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The range for highly effective has been set at 86% - 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The range for effective has been set at 65% - 85%.
Developing (3 - 8 points) Results are below District goals for similar students.	The range for developing has been set at 36% - 64%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The range for ineffective has been set at 0% - 35%.

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.

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

No controls.

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	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, April 30, 2013

Updated Friday, February 28, 2014

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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
5	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
6	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8.
7	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8.

8	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8.
---	--	--

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.	A classroom teacher's local score shall be based on the percent increase/decrease in student proficiency (level 3 or higher) on the NYS ELA and mathematics assessments as compared to the prior school year. For teachers in grades 4 through 5, each teacher's score is based on the percent increase/decrease in student proficiency on the NYS assessments for ELA and math administered in grade 3, 4, and 5. For teachers in grades 6 through 8, each teacher's score school-wide is based on the percent increase/decrease in student proficiency on the NYS assessments for ELA and math administered in grades 6, 7, and 8. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-8) are uploaded in 3.3 below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
5	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
6	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8
7	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8
8	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>A classroom teacher's local score shall be based on the percent increase/decrease in student proficiency (level 3 or higher) on the NYS ELA and mathematics assessments as compared to the prior school year.</p> <p>For teachers in grades 4 through 5, each teacher's score is based on the percent increase/decrease in student proficiency on the NYS assessments for ELA and math administered in grade 3, 4, and 5.</p> <p>For teachers in grades 6 through 8, each teacher's score school-wide is based on the percent increase/decrease in student proficiency on the NYS assessments for ELA and math administered in grades 6, 7, and 8.</p> <p>HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-8) are uploaded in 3.3 below.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3.</p>

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/12149/569236-rhJdBgDruP/2013-2014 Local Growth for teachers_1.docx

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
1	6(ii) School-wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
2	6(ii) School-wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
3	6(ii) School-wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5

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.	A classroom teacher's local score shall be based on the percent increase/decrease in student proficiency (level 3 or higher) on the NYS ELA and mathematics assessments as compared to the prior school year. For teachers in grades K through 3, each teacher's score is based on the percent increase/decrease in student proficiency on the NYS assessments for ELA and math administered in grade 3, 4, and 5. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-8) are uploaded in 3.3 above.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
1	6(ii) School-wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
2	6(ii) School-wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
3	6(ii) School-wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5

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.	A classroom teacher's local score shall be based on the percent increase/decrease in student proficiency (level 3 or higher) on the NYS ELA and mathematics assessments as compared to the prior school year. For teachers in grades K through 3, each teacher's score is based on the percent increase/decrease in student proficiency on the NYS assessments for ELA and math administered in grade 3, 4, and 5. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-8) are uploaded in 3.3 above.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8
7	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8
8	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8

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.	A classroom teacher's local score shall be based on the percent increase/decrease in student proficiency (level 3 or higher) on the NYS ELA and mathematics assessments as compared to the prior school year. For teachers in grades 6 through 8, each teacher's score school-wide is based on the percent increase/decrease in student proficiency on the NYS assessments for ELA and math administered in grades 6, 7, and 8. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-8) are uploaded in 3.3 above.
---	--

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8
7	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8
8	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8

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.	A classroom teacher's local score shall be based on the percent increase/decrease in student proficiency (level 3 or higher) on the NYS ELA and mathematics assessments as compared to the prior school year. For teachers in grades 6 through 8, each teacher's score school-wide is based on the percent increase/decrease in student proficiency on the NYS assessments for ELA and math administered in grades 6, 7, and 8. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-8) are uploaded in 3.3 above.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	See upload in 3.3.

grade/subject.

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

See upload in 3.3.

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, and American History.
Global 2	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.
American History	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.

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.

A classroom teacher's local score shall be based on a local school-wide measure of student achievement as follows: For classroom teachers in grades 9 - 12 the district shall determine the percentage of students meeting or exceeding proficiency (65 or above) on the following Regents exams: Comprehensive English, Living Environment, Global Studies, and American History. Once the percentage of students meeting proficiency on each assessment is known, total percent of students proficient for the building will be determined weighing the results of each exam proportionately based on the number of students. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-5, 6-8, 9 - 12) are uploaded in 3.13.

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

Grade 9 - 12 teachers: 95% - 100% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, Comprehensive English, Global Studies, and American History.

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

Grade 9 - 12 teachers: 77% - 94% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, Comprehensive English, Global Studies, and American History.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 65% - 76% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, Comprehensive English, Global Studies, and American History..
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 0% - 64% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, Comprehensive English, Global Studies, and American History.

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.
Earth Science	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.
Chemistry	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.
Physics	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.

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.	A classroom teacher's local score shall be based on a local school-wide measure of student achievement as follows: For classroom teachers in grades 9 - 12 the district shall determine the percentage of students meeting or exceeding proficiency (65 or above) on the following Regents exams: Comprehensive English, Living Environment, Global Studies, and American History. Once the percentage of students meeting proficiency on each assessment is known, total percent of students proficient for the building will be determined weighing the results of each exam proportionately based on the number of students. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-5, 6-8, 9 - 12) are uploaded in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 95% - 100% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, and

American History.

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

Grade 9 - 12 teachers: 65% - 76% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, and American History.

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

Grade 9 - 12 teachers: 77% - 94% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, and American History.

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

Grade 9 - 12 teachers: 0% - 64% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, and American History.

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.
Geometry	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.
Algebra 2	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.

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.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.

A classroom teacher's local score shall be based on a local school-wide measure of student achievement as follows: For classroom teachers in grades 9 - 12 the district shall determine the percentage of students meeting or exceeding proficiency (65 or above) on the following Regents exams: Comprehensive English, Living Environment, Global Studies, and American History. Once the percentage of students meeting proficiency on each assessment is known, total percent of

students proficient for the building will be determined weighing the results of each exam proportionately based on the number of students. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-5, 6-8, 9 - 12) are uploaded in 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 95% - 100% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, American History.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 77% - 94% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, American History.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 65% - 76% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, American History and Algebra 1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 0% - 64% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, American History.

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.

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.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.	A classroom teacher's local score shall be based on a local school-wide measure of student achievement as follows: For classroom teachers in grades 9 - 12 the district shall determine the percentage of students meeting or exceeding proficiency (65 or above) on the following Regents exams: Comprehensive English, Living Environment, Global Studies, and American History. Once the percentage of students meeting proficiency on each assessment is known, total percent of students proficient for the building will be determined weighing the results of each exam proportionately based on the number of students. HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales (K-5, 6-8, 9 - 12) are uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 95% - 100% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, American History.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 77% - 94% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, American History.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 65% - 76% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, American History.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 9 - 12 teachers: 0% - 64% of students meeting or exceeding standards (scoring at 65 or above) on the NYS regents exams in Living Environment, ELA, Global Studies, American History.

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 teachers in grades K - 5	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 3 - 5
All other teachers in grades 6 - 8	6(ii) School wide measure computed locally	NYS ELA and Math assessments for grades 6 - 8
All other teachers in grades 9 - 12.	6(ii) School wide measure computed locally	NYS Regents assessments: Comprehensive English, Living Environment, Global Studies, American History.

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.

A classroom teacher's local score shall be based on a local school-wide measure of student achievement as follows:
 For teachers in grades K through 5, each teacher's score school-wide is based on the percent increase/decrease in student proficiency (level 3 or 4) on the NYS assessments for ELA and math administered in grades 3, 4, and 5 as compared to the prior year.
 For teachers in grades 6 through 8, each teacher's score school-wide is based on the percent increase/decrease in student proficiency (level 3 or 4) on the NYS assessments for ELA and math administered in grades 6, 7, and 8 as compared to the prior year.
 For classroom teachers in grades 9 - 12 the district shall determine the percentage of students meeting or exceeding proficiency (65 or above) on the following Regents exams: Comprehensive English, Living Environment, Global Studies, and American History. Once the percentage of students meeting proficiency on each assessment is known, total percent of students proficient for the building will be determined weighing the results of each exam proportionately based on the number of students.
 HEDI scales were created and points assigned collaboratively between the district and the teachers. The HEDI scales for grades K-8 are uploaded in 3.3 and for grades 9 - 12 in 3.13.

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

For grades K-8 see upload in 3.3.
 For grades 9-12 see upload in 3.13.

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

For grades K-8 see upload in 3.3.
 For grades 9-12 see upload in 3.13.

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

For grades K-8 see upload in 3.3.
 For grades 9-12 see upload in 3.13.

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

For grades K-8 see upload in 3.3.
 For grades 9-12 see upload in 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/569236-y92vNseFa4/HEDI for Local Growth State Application 2013-2014 for 9 through 12.doc

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic

incentives associated with the controls or adjustments.

No controls.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure (e.g. working in two grade-levels such as 8 and 9) will have their scores combined commensurate with the ratio of students tested. Scores will be rounded to a whole number using general mathematical principles.

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 Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	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

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, label accordingly, and 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.

60 points out of the 100 point composite score are based on teacher observations and evidence submission. As part of the evaluation process teachers are permitted to submit artifacts pertaining to standards 1, 2, 5, 6 and 7 for consideration by a trained administrator. Standards 3 and 4 will be comprised of data collected by trained administrators during the observation process. Administrators will conduct one announced observation, including pre-conference and post-conference, as well as one unannounced lasting 15 minutes or more that includes a post-conference meeting. Non-tenured teachers will be observed three times, a combination of announced and

unannounced observations. Evidence collected from the observations are tagged (or assigned) to indicators in the rubric. Observation evidence is tagged to the rubric throughout the school year. A final numeric score is determined for each indicator at the end of the school when all evidence has been collected. Evaluators review evidence tagged to each indicator and assign a score of 1 to 4, with 1 being ineffective and 4 being highly effective. Teachers will be evaluated annually on the entire rubric. For announced, formal observations a pre-observation conference will occur at which time the teacher will evidence relating to standards 1 and 2 along with one lesson plan for the class being observed. Teacher will present a lesson plan using the district approved format, based on essential elements of effective instruction, 2 days prior to the pre-observation meeting. Following a formal observation, announced and unannounced, a post-observation conference will occur at which time standards 3, 4 and 5 will be discussed. The teacher will present evidence of student work, reflection on the lessons observed or other appropriate artifacts. The building administrator will present scripted evidence from the lesson observed. Teachers will have on-line access to their personal folder containing the NYSUT rubric and all evidence that has been tagged to each of the standards. During the post-conference the teacher and the building administrator will review standards 6 and 7; the teacher will present evidence for these standards. Teachers will also be permitted to submit artifacts pertaining to specific indicators of the rubric for consideration by the administrator before the end of the school year. Indicators on the NYSUT rubric are scored based on a rating of 1 to 4, with 1 representing ineffective and 4 representing highly effective. Indicators within each of the 7 standards represented by the rubric are averaged together to arrive at one score for the standard. Each standard score is weighted equally and averaged together to arrive at one rubric score. The teacher's overall score out of 60 points will then be computed using the chart as attached below. Administrators conducting the observations will evaluate and score teachers on the entire rubric such that teachers receive one score from 0 to 60 points. Rounding of scores will not occur until the final calculation is made. Rounding will be done using standard mathematical rounding rules; however, scores will not round up if it has the effect of moving a teacher from one scoring band to another. Between May 1 and the end of the school year, teachers received their rubric score, 0 to 60 points. Teachers have the opportunity to meet with their evaluator to address concerns.

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/5091/136465-eka9yMJ855/Rubric Score_1.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.	Teachers scoring 59-60 points out of 60 total points possible.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers scoring 57 - 58 points out of 60 total points possible.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers scoring 50 - 56 points out of 60 total points possible.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers scoring 0 - 49 points out of 60 total points possible.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
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

Formal/Long	1
Informal/Short	1
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 Tuesday, April 30, 2013

Updated Thursday, February 13, 2014

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.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

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 Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/569239-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeals Process

1. Appeals shall be limited to those evaluations which have resulted in a rating of “Ineffective” or “Developing.” Teachers may submit written rebuttals of determinations of “Effective” and “Highly Effective” if desired, but may not appeal such ratings. The written rebuttals will be included in the personnel file.

2. Appeals shall be limited to:

- a. the substance of the annual professional performance review;
- b. the district’s adherence to the standards and methodologies required for the APPR, pursuant to Section 3012-c;
- c. the district’s failure to comply with locally negotiated procedures;
- d. the district’s failure to issue and/or implement the terms of the teacher improvement plan.

3. A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

4. The following timelines will be strictly adhered to unless extended by mutual agreement. Every effort will be made to conduct the appeal in a timely and expeditious manner in compliance with Education Law 3012-c. Failure of the teacher to meet a timeline will nullify the appeal.

5. Level 1 – Building Level

Within ten (10) school days of the receipt of the final annual summative from the administrator or within ten (10) school days of the district's failure to issue and/or implement the terms of the teacher improvement plan, the teacher may appeal the summative evaluation, in writing, to the building administrator. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review being challenged. Along with the appeal, all supporting documentation must be submitted. Any grounds for appeal or any supporting documentation not submitted or noted at the time the appeal is filed shall not be considered.

Within ten (10) school days of receipt of the appeal, the building administrator shall submit a detailed written response and attach all supporting documentation. If the teacher is not satisfied with the response and supporting documentation provided by the building principal, the teacher may submit the same in writing to the next level.

6. Level 2 – Appeals Committee

Within ten (10) school days of receipt of the building principal's detailed written response and supporting documentation, the teacher may appeal to the Appeals Committee by submitting the appeal to the Superintendent who will initiate the Appeals Committee meeting. The Appeals Committee shall consist of two teacher representatives designated by the Association President and two administrative representatives designated by the Superintendent. The administrative representatives on this committee may not include the administrator who conducted the evaluation. Within ten (10) school days of receipt of the appeal, the committee will meet and render a written decision to the teacher either sustaining or denying the appeal. If the teacher is not satisfied with the response and supporting documentation provided by the appeals committee, the teacher may make an appeal to the Superintendent and the committee will forward all documentation to the Superintendent – Level 3 of the process.

7. Level 3 - Superintendent

If the issues of the appeal are not resolved through Level 2 (Appeals Committee), the teacher may make an appeal to the Superintendent or designee within ten (10) school days of receipt of the Committee’s determination. The Superintendent will render a final decision within ten (10) school days of receipt of the appeal. The decision of the Superintendent shall not be subject to further appeal.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Two members of our administrative staff have attended all mandatory training offered by the State Education Department for teacher evaluations and for the Common Core. They have also attended all trainings offered by the local BOCES, as appropriate. These two employees act as turnkey trainers with our administrative team. They have formatted all training to align with the training they have received, including assurances that all observers are able to gather objective, aligned and representative evidence. Bi-monthly 2.5 hour sessions have been and continue to be held with the entire administrative team throughout the year. In addition several full-day

trainings around evidence collection, SLO development and approval, and the chosen rubric (NYSUT) have occurred. Since October of 2011 and going forward, we have also developed a schedule of co-observations with the lead evaluators working with each administrator by going into the classroom and observing and then conferring regarding the evidence that has been collected. This occurs at least one time per month for 1 hour with each administrator. Last summer 3 days were dedicated to the training and certification of administrators as evaluators. Continued training is being offered this fall. Lead evaluators and certified evaluators will be certified and re-certified on an annual basis using the same method as originally implemented for initial certification. Inter-rater reliability will be a focus of this training using practices including co-observation, tagging, and analysis.

All trainings have been well-documented (in lesson plan and power point format) and are part of our binder of evidence that will be shared with the Canandaigua City School District Board of Education. The process for certifying lead evaluators has paralleled the State process requiring each evaluator to become certified using the TLS evidence rubric. On-going training during the will occur monthly through 1-1/2 hour long sessions provided in-district. Summer training sessions will be scheduled for 2 days during our administrative team meeting. Monthly 1-hour co-observations continue throughout the year to ensure inter-rater reliability.

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 Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

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.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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):

3 - 5
6 - 8
9 - 12

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(s) 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	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Primary School, K - 2	State-approved 3rd party assessment	AIMs Web

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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.	The principals and building administrators will collaborate to establish Individual Student Growth Targets based on each individual student's preassessment results and/or other baseline data. The K-2 building principal's HEDI score will be based on the percentage of students in grades K through 2 who meet or exceed the Individualized Student Growth Target. Based on the number of students who meet the established targets the principal will be assigned 0 - 20 points within the HEDI rating categories as identified on the attached conversion chart.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will receive a rating of highly effective when 86% - 100% of students in grades K-2 meet their individual student targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will receive a rating of effective when 65% - 85% of their students in grades K-2 meet their individual student targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will receive a rating of developing when 36% - 64% of their students in grades K-2 meet their individual student targets.

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

Principals will receive a rating of ineffective when 0% - 35% of the students in grades K-2 meet their individual student targets.

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/12156/569240-lha0DogRNw/HEDI for SLOs State Application Part 2.doc

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

None

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://www.engageny.org/resource/student-learning-objectives-guidance-document .	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 Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3 - 5	(a) achievement on State assessments	NYS assessment in grades 3 - 5 ELA/Math
6 - 8	(a) achievement on State assessments	NYS assessment in grades 6 - 8 ELA/Math
9 - 12	(g) % achieving specific level on Regents or alternatives	NYS regents assessments in Comprehensive English, Global Studies II, American History and Living Environment.

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>A building principal's local score shall be based on a local school-wide measure of student achievement as follows: For principals in grades 3 through 5, the score shall be based on the percent increase/decrease in student proficiency (level 3 or 4) on the NYS assessments for ELA and math administered in grade 3, 4, and 5 as compared to prior year. For principals in grades 6 through 8, the score school-wide is based on the percent increase/decrease in student proficiency (level 3 or 4) on the NYS assessments for ELA and math administered in grades 6, 7, and 8 as compared to prior year. For principals in grades 9 - 12 the district shall determine the percentage of students meeting or exceeding proficiency (65 or above) on the following Regents exams: Comprehensive English, Living Environment, Global Studies, and American History. Once the percentage of students meeting proficiency on each assessment is known, total percent of students proficient</p>
--	--

for the building will be determined weighing the results of each exam proportionately based on the number of students.

HEDI scales were created and points assigned collaboratively between the district and the principals.

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

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

(No response)

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

assets/survey-uploads/12190/569241-qBFVOWF7fC/2013-2014 Local Growth for principals_1.docx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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 - 2	(d) measures used by district for teacher evaluation	NYS assessment in grades 3 - 5 ELA/Math

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.	A building principal's local score shall be based on a local school-wide measure of student achievement as follows: For principals in grades K through 2, the score shall be based on the percent increase/decrease in student proficiency (level 3 or 4) on the NYS assessments for ELA and math administered in grade 3, 4, and 5 as compared to prior year. HEDI scales were created and points assigned collaboratively between the district and the principals.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	See upload in 8.2

grade/subject.

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/12190/569241-T8MIGWUVm1/2013-2014 Local Growth for principals_2.docx

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the point 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 point 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, label accordingly, 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 assigning any points to "ambitious and measurable goals":

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 updated, this list will be updated within the drop-down menu of approved survey tools.

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Superintendent will make multiple visits to the principal's school and will collect evidence on the rubric domains throughout the year. Observation evidence is tagged (or assigned) to the rubric throughout the school year. A final numeric score is determined for each indicator at the end of the school when all evidence has been collected. The Superintendent will review evidence tagged in each indicator and assigning a rubric score of 1 to 4, with 1 representing ineffective. Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal's performance based on evidence collected. Indicators within each domain are averaged to result in a domain score. All domain scores are then averaged to result in a final rubric score which is converted to a 0 to 60 HEDI score. Rounding of scores will not occur until the final calculation is made. Rounding will be done using standard mathematical rounding rules. No rounding will occur if it has the effect of moving a principal's score from one scoring band to another.

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/5143/179828-pMADJ4gk6R/PRINCIPAL EFFECTIVENESS composite_1.docx

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.	Principals scoring 59 - 60 points out of 60 possible points will be highly effective.
Effective: Overall performance and results meet standards.	Principals scoring 57 - 58 points out of 60 possible points will be effective.

Developing: Overall performance and results need improvement in order to meet standards.	Principals scoring 50 - 56 points out of 60 possible points will be effective.
Ineffective: Overall performance and results do not meet standards.	Principals scoring 0 - 49 points out of 60 possible points will be effective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, January 13, 2014

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.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

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 Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5276/179886-Df0w3Xx5v6/Principal IMPROVEMENT PLAN_2.doc](#)

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:

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

- 1) The substance of the Annual Performance Review
- 2) The school district's adherence to the standards and methodologies required for such reviews pursuant to education law 3012-c
- 3) The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school districts or BOCES issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under education law section 3012-c.
- 4) Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,
- 5) The District's issuance and/or implementation of the terms of the principal improvement plan under Education Law 3012-c in connection with an ineffective or developing rating.

Appeals of annual professional performance reviews shall be limited to those reviews in which a principal received a rating of ineffective or developing only OR where the district failed in its issuance and/or implementation of the terms of the principal improvement plan. All such appeals shall be submitted to the superintendent in writing within 10 working days of the issuance of the composite score or within 10 working days of the district's failure to issue and/or comply with the terms of the principal improvement plan.

In an appeal, the principal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Failure to submit the appeal within the 10 work days shall constitute a waiver of the right to appeal, and the appeal shall be deemed abandoned. Only one such appeal each school year may be requested by the principal relating to their annual professional performance review rating.

The following timeline will be strictly adhered to by all parties:

Level 1: Superintendent

Any appeal must be submitted to the Superintendent in writing no later than ten (10) business days of the date when the principal receives his/her annual professional performance review or within ten (10) working days from the point where the district failed in its issuance and/or implementation of the terms of the principal improvement plan. When filing an appeal the principal must submit a detailed written description of the specific grounds for the appeal as well as the performance review being challenged. Along with the appeal, all supporting documentation must be submitted or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time of the appeal shall not be considered.

Within ten (10) business days of receipt of an appeal, the Superintendent must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations relation to the resolution of the appeal. The principal initiating the appeal, and the Canandaigua City School District Administrative Association President, shall receive copies of the response and all additional information submitted with the response.

Level 2: Panel Review

Within ten (10) business days of receipt of the Level 1 response, if a principal is not satisfied with such a response the principal must submit the appeal to the Assistant Superintendent for Personnel. The Assistant Superintendent for Personnel will be provided all documentation submitted in both the appeal and the Superintendent's response.

Within ten (10) business days of receipt of the principal's appeal a panel hearing will be conducted. The panel shall be comprised of three members: an administrative member of the Cabinet at the discretion of the Assistant Superintendent for Personnel, a member of the Canandaigua City School District Administrative Association at the discretion of the principal presenting the appeal, and the Superintendent of the Wayne-Finger Lakes BOCES or his/her designee. The panel will be provided the entire appeals record, however, any information identifying the principal appealing the performance review will be redacted. Further, the anonymity of the panel members will be protected to the extent possible throughout the procedure. The panel will jointly conduct a paper review and deliberation of the matter and will issue a written recommendation for resolution to the Canandaigua City School District Association President and the Superintendent of Schools. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy. The determination issued will be final and binding. Within ten (10) business days of the panel hearing, the panel will issue a written determination to the principal, the Canandaigua City School District Administrative Association President and the Superintendent.

The entire appeals record will be part of the Principal's APPR.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Training for the lead evaluator has been provided by the NYS Education department through the Network team development sessions and the regional BOCES. This training was done through workshops offered by New York State Education Department and regional BOCES. This training has included but is not limited to:

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

Lead evaluator will participate in annual re-certification by attending regionally offered training sessions for lead evaluators of principals -- one 8-hour day per year. Once an evaluator has completed training, the Board of Education, at the recommendation of the Superintendent of Schools, will certify the evaluator for the school year. Inter-rater reliability is not an issue because the superintendent is the only evaluator of principals within the district.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/569245-3Uqgn5g9Iu/2 28 14 Signature.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.

CANANDAIGUA CITY SCHOOL DISTRICT

HEDI Ratings Conversion Charts for Student Learning Objectives (SLO's).

HEDI Scoring																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100	91-95	86-90	84-85	82-83	80-81	78-79	74-77	72-73	70-71	68-69	65-67	60-64	55-59	50-54	45-49	40-44	36-39	24-35	13-23	0-12

Canandaigua City School District – HEDI Ratings Conversion Charts for Local Measures –
Teachers

20 point scale – Grades K-8 teachers

This chart will be used for teachers of ELA and Math in grades 4 through 8 IF the state fails to implement the Value-Added model.

HEDI Category	HEDI Points	Percent Change
Highly effective	20	7
Highly effective	19	6
Highly effective	18	5
Effective	17	4
Effective	16	3
Effective	15	2
Effective	14	1
Effective	13	0
Effective	12	-1
Effective	11	-2
Effective	10	-3
Effective	9	-4
Developing	8	-5
Developing	7	-6
Developing	6	-7
Developing	5	-8
Developing	4	-9
Developing	3	-10
Ineffective	2	-11
Ineffective	1	-12
Ineffective	0	-13

15 point scale – grades K-8 teachers

This chart will be used for teachers of ELA and math in grades grade 4 through 8 WHEN the Value-Added Model is implemented.

HEDI Category	HEDI Points	Percent Change
Highly effective	15	5
Highly effective	14	4
Effective	13	3
Effective	12	2
Effective	11	1
Effective	10	0
Effective	9	-1
Effective	8	-2
Developing	7	-3
Developing	6	-4
Developing	5	-5
Developing	4	-6
Developing	3	-7
Ineffective	2	-8
Ineffective	1	-9
Ineffective	0	-10

CANANDAIGUA CITY SCHOOL DISTRICT

HEDI Ratings Conversion Charts for Local Achievement Measures.

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
Gr. 9-12 Teachers	99-100	97-98	95-96	93-94	91-92	89-90	87-88	85-86	83-84	81-82	79-80	77-78	75-76	73-74	71-72	69-70	67-68	65-66	43-64	21-42	0-20

Calculating the Score of Professional Practice

1	Knowledge of Students and Student Learning	Score
1.1a	<i>Describes developmental characteristics of students</i>	
1.1b	<i>Creates developmentally appropriate lessons</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Meets diverse learning needs of each student</i>	
1.3b	<i>Plans for student strengths, interests, and experiences</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

2	Knowledge of Content and Instructional Planning	Score
2.1a	<i>Understands key concepts and themes in the discipline</i>	
2.1b	<i>Understands key disciplinary language</i>	
2.1c	<i>Uses current developments in pedagogy and content</i>	
2.1d	<i>Understands learning standards</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs instruction to meet diverse learning needs of students</i>	
2.3b	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3c	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Aligns learning standards</i>	
2.4b	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes physical space</i>	
2.6b	<i>Incorporates technology</i>	
2.6c	<i>Organizes time</i>	
2.6d	<i>Selects materials and resources</i>	
	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

3	Instructional Practice	Score
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Establishes high expectations</i>	
3.3b	<i>Articulates measures of success</i>	
3.3c	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
3.6c	<i>Adjusts pacing</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

4	Learning Environment	Score
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Establishes high expectations for achievement</i>	
4.2b	<i>Promotes student curiosity</i>	
4.2c	<i>Promotes student pride in work and accomplishments</i>	
4.3a	<i>Establishes expectations for student behavior</i>	
4.3b	<i>Establishes routines, procedures and transitions</i>	
4.3c	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes the physical environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

Calculating the Score of Professional Practice

5	Assessment for Student Learning	Score
5.1a	Uses assessments to establish learning goals and inform instruction	
5.1b	Measures and records student achievement	
5.1c	Aligns assessments to learning goals	
5.1d	Implements accommodations and modifications	
5.2a	Analyzes assessment data	
5.2b	Uses assessment data to set goals and provide feedback to students	
5.2c	Engages students in self-assessment	
5.3a	Accesses and interprets assessments	
5.4a	Understands assessment measures and grading procedures	
5.4b	Establishes an assessment system	
5.5a	Communicates purposes and criteria	
5.5b	Provides preparation and practice	
5.5c	Provides assessment skills and strategies	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

6	Professional Responsibilities and Collaboration	Score
6.1a	Demonstrates ethical, professional behavior	
6.1b	Advocates for students	
6.1c	Demonstrates ethical use of information and information technology	
6.1d	Completes training to comply with state and local requirements and jurisdiction	
6.2a	Supports the school as an organization with a vision and mission	
6.2b	Participates on an instructional team	
6.2c	Collaborates with the larger community	
6.3a	Engages families	
6.3b	Communicates student performance	
6.4a	Maintains records	
6.4b	Manages time and attendance	
6.4c	Maintains classroom and school resources and materials	
6.4d	Participates in school and district events	
6.5a	Communicates policies	
6.5b	Maintains confidentiality	
6.5c	Reports concerns	
6.5d	Adheres to policies and contractual obligations	
6.5e	Accesses resources	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

7	Professional Growth	Score
7.1a	Reflects on evidence of student learning	
7.1b	Reflects on biases	
7.1c	Plans professional growth	
7.2a	Sets goals	
7.2b	Engages in professional growth	
7.3a	Gives and receives constructive feedback	
7.3b	Collaborates	
7.4a	Accesses professional memberships and resources	
7.4b	Expands knowledge base	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

Assessment of Practice	Scores
Transfer standard scores to the boxes below	
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
Subtotal	
Divide by 7	
Total score of professional practice	

Composite Score

Worksheet: Calculating the Composite Score of Teacher Effectiveness

1 Subcomponent A First, acquire the State assessments score, expressed as a number from 0-20 (TSGPS)	/20
2 Subcomponent B Next, using your local methodology, acquire a value expressed as a number between 0-20, representing a score derived from multiple locally selected measures of student achievement	/20
3 Subcomponent C The scoring methodology has resulted in a rating of 1-4. Use a locally negotiated conversion table to express this score as a value between 0-60	/60
4 Add A + B + C	Total /100
Identify in which scoring range the composite score falls to determine a final effectiveness rating.	

- Highly Effective
- Effective
- Developing
- Ineffective

Final effectiveness rating: _____

Teacher _____ Date _____

Evaluator _____ Date _____

Rubric Score to Sub-Component Conversion Chart (60% Other Measures)

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

TEACHER IMPROVEMENT PLAN

Standard	Area of Focus Y/N	Specific Goal(s)	Action Step(s)/ Resources	Timeline	Evidence Of Attainment	Goal Met Y/N
I Knowledge of Students / Student Learning						
II Knowledge of Content / Instructional Planning						
III Instructional Practices						
IV Learning Environment						
V Assessment for Student Learning						
VI Professional Responsibilities/ Collaboration						
VII Professional Growth						

1st Review

Date _____

Administrator's Comments:

2nd Review

Date _____

Administrator's Comments:

3rd Review

Date _____

Administrator's Comments:

_____ All Objectives met; no additional TIP required

_____ Continuation of TIP recommended

_____ Modified TIP recommended

_____ TIP recommended for newly identified objectives

Teacher Signature

Date

Administrator Signature

Date

CANANDAIGUA CITY SCHOOL DISTRICT

HEDI Ratings Conversion Charts for Student Learning Objectives (SLO's).

HEDI Scoring																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100	91-95	86-90	84-85	82-83	80-81	78-79	74-77	72-73	70-71	68-69	65-67	60-64	55-59	50-54	45-49	40-44	36-39	24-35	13-23	0-12

Canandaigua City School District – HEDI Ratings Conversion Charts for Local Measures – Principals

20 point scale – Grades K-8 Principals

This chart will be used for principals responsible for grades 3 through 8 IF the state fails to implement the Value-Added model.

HEDI Category	HEDI Points	Percent Change
Highly effective	20	7
Highly effective	19	6
Highly effective	18	5
Effective	17	4
Effective	16	3
Effective	15	2
Effective	14	1
Effective	13	0
Effective	12	-1
Effective	11	-2
Effective	10	-3
Effective	9	-4
Developing	8	-5
Developing	7	-6
Developing	6	-7
Developing	5	-8
Developing	4	-9
Developing	3	-10
Ineffective	2	-11
Ineffective	1	-12
Ineffective	0	-13

15 point scale –

This chart will be used for principals responsible for grades 3 through 8 when the Value-Added Model is implemented.

HEDI Category	HEDI Points	Percent Change
Highly effective	15	5
Highly effective	14	4
Effective	13	3
Effective	12	2
Effective	11	1
Effective	10	0
Effective	9	-1
Effective	8	-2
Developing	7	-3
Developing	6	-4
Developing	5	-5
Developing	4	-6
Developing	3	-7
Ineffective	2	-8
Ineffective	1	-9
Ineffective	0	-10

20 point scale – Grades 9-12 Principals

This chart will be used for principals responsible for grades 9 through 12 IF the state fails to implement the Value-Added model.

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Gr. 9-12 Principal (if State does not adopt value-added model)	99-100	97-98	95-96	93-94	91-92	89-90	87-88	85-86	83-84	81-82	79-80	77-78	75-76	73-74	71-72	69-70	67-68	65-66	43-64	21-42	0-20

15 point scale – Grades 9-12 Principals

This chart will be used for principals responsible for grades 3 through 8 when the Value-Added Model is implemented.

HEDI scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Gr. 9-12 Principals	98-100	95-97	92-94	89-91	86-88	83-85	80-82	77-79	74-76	71-73	69-70	67-68	65-66	43-64	21-42	0-20

Canandaigua City School District – HEDI Ratings Conversion Charts for Local Measures – Principals

20 point scale – Grades K-8 Principals

This chart will be used for principals responsible for grades 3 through 8 IF the state fails to implement the Value-Added model.

HEDI Category	HEDI Points	Percent Change
Highly effective	20	7
Highly effective	19	6
Highly effective	18	5
Effective	17	4
Effective	16	3
Effective	15	2
Effective	14	1
Effective	13	0
Effective	12	-1
Effective	11	-2
Effective	10	-3
Effective	9	-4
Developing	8	-5
Developing	7	-6
Developing	6	-7
Developing	5	-8
Developing	4	-9
Developing	3	-10
Ineffective	2	-11
Ineffective	1	-12
Ineffective	0	-13

15 point scale –

This chart will be used for principals responsible for grades 3 through 8 when the Value-Added Model is implemented.

HEDI Category	HEDI Points	Percent Change
Highly effective	15	5
Highly effective	14	4
Effective	13	3
Effective	12	2
Effective	11	1
Effective	10	0
Effective	9	-1
Effective	8	-2
Developing	7	-3
Developing	6	-4
Developing	5	-5
Developing	4	-6
Developing	3	-7
Ineffective	2	-8
Ineffective	1	-9
Ineffective	0	-10

20 point scale – Grades 9-12 Principals

This chart will be used for principals responsible for grades 9 through 12 IF the state fails to implement the Value-Added model.

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Gr. 9-12 Principal (if State does not adopt value-added model)	99-100	97-98	95-96	93-94	91-92	89-90	87-88	85-86	83-84	81-82	79-80	77-78	75-76	73-74	71-72	69-70	67-68	65-66	43-64	21-42	0-20

15 point scale – Grades 9-12 Principals

This chart will be used for principals responsible for grades 3 through 8 when the Value-Added Model is implemented.

HEDI scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Gr. 9-12 Principals	98-100	95-97	92-94	89-91	86-88	83-85	80-82	77-79	74-76	71-73	69-70	67-68	65-66	43-64	21-42	0-20

CALCULATING THE SCORE OF PROFESSIONAL PRACTICE: MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC

1	Shared Vision of Learning	Score
Culture	Develops & implements vision & mission	
	Vision/mission alignment with District's	
	Links vision to program and policies	
Sustainability	Has process and structure for improvement	
A	Total of all indicators	
B	Divide A by number of indicators	
C	Total Standard Score	

3	Safe, Efficient, Effective Learning Environment	Score
Capacity Building	Obtains, allocates, aligns, efficiently utilizes resources	
	Develops capacity for distributive leadership	
Culture	Promotes & protects welfare & safety	
Sustainability	Monitors, evaluates, revises management; operations systems	
Instructional Program	Ensures time is focused to support instruction	
A	Total of all indicators	
B	Divide A by number of indicators	
C	Total Standard Score	

2	School Culture & Instructional Program	Score
Culture	Supports various teaming opportunities	
	Develops culture of collaboration, trust	
	Creates a personalized, motivating learning environment	
Instructional Program	Creates comprehensive, rigorous, and coherent curricular program	
	Supervises instruction	
	Maximizes time spent on quality instruction	
Capacity Building	Develops instructional and leadership capacity of staff	
	Promotes use of most effective & appropriate technologies	
Sustainability	Develops assessment & accountability systems	
Strategic Planning	Monitors & evaluates impact of program	
A	Total of all indicators	
B	Divide A by number of indicators	
C	Total Standard Score	

4	Community	Score
Strategic Planning Process: Inquiry	Collects and analyses data & information pertinent to educational environment	
Culture	Promotes understanding, appreciation, and use of community's diverse assets	
Sustainability	Builds and sustains positive relationships w/ families & caregivers	
A	Total of all indicators	
B	Divide A by number of indicators	
C	Total Standard Score	

6	Political, Social, Economic, Legal & Cultural Context	Score
Sustainability	Acts to influence local, district, state & national decisions	
	Assesses, analyzes, and anticipates emerging trends	
Culture	Advocates for children, families & caregivers	
A	Total of all indicators	
B	Divide A by number of indicators	
C	Total Standard Score	

5	Integrity, fairness, ethics	Score
Sustainability	Ensures a system of accountability for student's success	
	Considers & evaluates potential moral & legal consequences of decisions	
	Assumes responsibility for upholding mandates	
Culture	Models principles of self-awareness, reflective practice, etc.	
	Safeguards the values of democracy, equity & diversity	
	Promotes social justice & ensures that student needs inform schooling	
A	Total of all indicators	
B	Divide A by number of indicators	
C	Total Standard Score	

Other	Goal Setting & Attainment	Score
Uncovering Goals	Engages in goal setting process	
	Works with superintendent to consider school and district vision and student learning needs	
	Creates goals that connect changes in principal practice to improvement of teacher practice	
	Goals are stated in ways that allow progress to be assessed	
Strategic Planning	Prioritizes goals	
	Uses superintendent's perspective to test own assumptions about goals	
	Articulates strategies supporting actions, and reasons for selecting them	
	Identifies anticipated specific measures of success	
Taking Action	Creates an action plan	
	Implements the action plan publically	
	Monitors & refines goals and/or action steps	
Evaluating Attainment	Periodically documents own thinking/reactions	
	Evaluates goals and attainment	
	Determines next steps and future actions	
A	Total of all indicators	
B	Divide A by number of indicators	
C	Total Standard Score	

Assessment of Practice	Score
Transfer scores from each domain to the boxes below	
Domain 1 – Shared Vision of Learning	
Domain 2 – School Culture & Instructional Program	
Domain 3 – Safe, Efficient, Effective Learning Environment	
Domain 4 – Community	
Domain 5 – Integrity, Fairness, Ethics	
Domain 6 – Political, Social, Economic, Legal & Cultural Context	
Other – Goal Setting & Attainment	
Subtotal	
Divide Subtotal by 7	
Total score of professional practice	

COMPOSITE SCORE

CALCULATING SCORE OF PRINCIPAL EFFECTIVENESS

1 Subcomponent A Derived from State assessment score	/20
2 Subcomponent B Acquired from local methodology	/20
3. Subcomponent C Scoring methodology resulted in a rating between 1 and 4, conversion table used to express score as a value between 0 and 60	/60
4. Add A + B + C	Total /100

Rubric Score to Sub-Component Conversion Chart (60% Other Measures)

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

**CANANDAIGUA CITY SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN**

Standard	Area of Focus Y/N	Specific Goal(s)	Action Step(s)/ Resources	Timeline	Evidence Of Attainment	Goal Met Y/N
I Shared Vision of Learning						
II School Culture and Instructional Program						
III Safe, Efficient, Effective Learning Environment						
IV Community						
V Integrity, Fairness, Ethics						
VI Political, Social, Economic, Legal and Cultural Context						
VII Goal Setting and Attainment						

1st Review
Date _____

Administrator's Comments:

2nd Review

Date _____

Administrator's Comments:

3rd Review

Date _____

Administrator's Comments:

_____ All Objectives met; no additional PIP required

_____ Continuation of PIP recommended

_____ Modified PIP recommended

_____ PIP recommended for newly identified objectives

Administrator Signature

Date

Supervisor Signature

Date

Principal Improvement Plan

1. Upon rating a principal as “developing” or “ineffective” through the evaluation system, a school district must develop a Principal Improvement Plan (PIP) for such principal. The purpose of the PIP is to support principal’s development.
2. After making the decision to implement a PIP, the Superintendent or her designee shall promptly notify the Administrative Association President, identifying the specific unit member in need of improvement. An Association representative will be present when the PIP is shared with the principal. A PIP must be determined no later than ten (10) school days after the summative evaluation meeting is held.
3. The PIP shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, support to be provided and measurable outcomes to be evaluated. (see attached PIP).
4. The PIP will describe the professional learning activities that the principal must complete. These activities will be connected to the areas needing improvement. The artifacts that the principal must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan will be described. The PIP will state the specific additional support and assistance that the principal will receive.

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 certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Lynne H. Edle

2.28.14

Teachers Union President Signature: Date:

MJ Bruscia

2.28.14

Administrative Union President Signature: Date:

Kevin McManus

2.28.14

Board of Education President Signature: Date:

Jason

2.28.14