



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

Commissioner of Education
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May 15, 2014

Revised

Jeremy Palotti, Superintendent
Canisteo-Greenwood Central School District
84 Greenwood Street
Canisteo, NY 14823

Dear Superintendent Palotti:

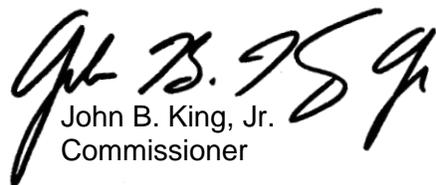
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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


John B. King, Jr.
Commissioner

Attachment

c: Dr. Horst Graefe

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 Friday, December 13, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 571502060000

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

571502060000

1.2) School District Name: CANISTEO-GREENWOOD CSD

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

CANISTEO-GREENWOOD CSD

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 Thursday, May 15, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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	District, regional, or BOCES-developed assessment	Canisteo Greenwood Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Canisteo Greenwood Developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Canisteo Greenwood Developed Second Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grade K-2 – Using Locally Developed and Approved ELA Assessment– 80% + student growth goals met Grade 3 Using NYS ELA Assessment - 80%+ Student Growth Goals Met

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grade K-2 – Using Locally Developed and Approved ELA Assessment– 55-79% student growth goals met Grade 3 Using NYS ELA Assessment - 55-79% Student Growth Goals Met
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grade K-2 – Using Locally Developed and Approved ELA Assessment– 30-54% student growth goals met Grade 3 Using NYS ELA Assessment - 30-54% Student Growth Goals Met
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grade K-2 – Using Locally Developed and Approved ELA Assessment– 0-29% student growth goals met Grade 3 Using NYS ELA Assessment - 0-29% Student Growth Goals Met

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Canisteo Greenwood Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Canisteo Greenwood Developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Canisteo Greenwood Developed Second Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grade K-2 – Locally Developed and Approved Math Assessment– 80% + student growth goals met Grade 3 Using NYS Math Assessment - 80%+ Student Growth Goals Met
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grade K-2 – Locally Developed and Approved Math Assessment– 55-79% student growth goals met Grade 3 Using NYS Math Assessment - 55-79% Student Growth Goals Met

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grade K-2 – Locally Developed and Approved Math Assessment– 30-54% student growth goals met Grade 3 Using NYS Math Assessment - 30-54% Student Growth Goals Met
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grade K-2 – Locally Developed and Approved Math Assessment– 0-29% student growth goals met Grade 3 Using NYS Math Assessment - 0-29% Student Growth Goals Met

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	Canisteo Greenwood Developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Canisteo Greenwood 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.	Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grade 6-7 Science – Using Locally Developed and Approved Science Assessment – 80% + student growth goals met Grade 8 Science Using NYS Science 8 Assessment - 80%+ Student Growth Goals Met
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grade 6-7 Science – Using Locally Developed and Approved Science Assessment – 55-79% student growth goals met Grade 8 Science Using NYS Science 8 Assessment - 55-79% Student Growth Goals Met
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grade 6-7 Science – Using Locally Developed and Approved Science Assessment – 30-54% student growth goals met Grade 8 Science Using NYS Science 8 Assessment - 30-54% Student Growth Goals Met
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grade 6-7 Science – Using Locally Developed and Approved Science Assessment – 0-29% student growth goals met

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	Canisteo Greenwood Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Canisteo Greenwood Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Canisteo Greenwood 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.	Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Grade 6-8 Social Studies –Using Locally Developed and Approved Social Studies Assessment – 80% + student growth goals met
Effective (9 - 17 points) Results meet District goals for similar students.	Grade 6-8 Social Studies – Using Locally Developed and Approved Social Studies Assessment – 55-79% student growth goals met
Developing (3 - 8 points) Results are below District goals for similar students.	Grade 6-8 Social Studies – Using Locally Developed and Approved Social Studies Assessment – 30-54% student growth goals met
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Grade 6-8 Social Studies – Using Locally Developed and Approved Social Studies Assessment – 0-29% student growth goals met

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	Canisteo Greenwood Developed Global Studies Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For Global 1, Global 2 & US History - 80%+ Post Assessment/Student Regents Exam Performance Target Met
Effective (9 - 17 points) Results meet District goals for similar students.	For Global 1, Global 2 & US History - 55-79% Post Assessment/Student Regents Exam Performance Target Met
Developing (3 - 8 points) Results are below District goals for similar students.	For Global 1, Global 2 & US History - 30-54% Post Assessment/Student Regents Exam Performance Target Met
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For Global 1, Global 2 & US History - 0-29% Post Assessment/Student Regents Exam Performance Target Met

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.	Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80%+ Student Regents Exam Performance Target Met
Effective (9 - 17 points) Results meet District goals for similar students.	55-79% Student Regents Exam Performance Target Met

Developing (3 - 8 points) Results are below District goals for similar students.	30-54% Student Regents Exam Performance Target Met
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% Student Regents Exam Performance Target Met

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.	<p>Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.</p> <p>For students in CCLS Courses, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents. The higher of the two scores will be used for evaluation purposes.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80%+ Student Regents Exam Performance Target Met
Effective (9 - 17 points) Results meet District goals for similar students.	55-79% Student Regents Exam Performance Target Met
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% Student Regents Exam Performance Target Met
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% Student Regents Exam Performance Target Met

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
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Grade 9 ELA	District, regional or BOCES-developed assessment	Canisteo Greenwood Developed 9th Grade English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Canisteo Greenwood Developed 10th Grade English Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents and NYS Common Core 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.	Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets. For students in CCLS Courses, the district will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. The higher of the two scores will be used for evaluation purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For Grade 9-10 ELA- 80%+ Student Post Assessment Performance Target Met For Grade 11 ELA - 80%+ Student Regents Exam Performance Target Met
Effective (9 - 17 points) Results meet District goals for similar students.	For Grade 9-10 ELA- 55-79% Student Post Assessment Performance Target Met For Grade 11 ELA - 55-79% Student Regents Exam Performance Target Met
Developing (3 - 8 points) Results are below District goals for similar students.	For Grade 9-10 ELA- 30-54% Student Post Assessment Performance Target Met For Grade 11 ELA - 30-54% Student Regents Exam Performance Target Met
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For Grade 9-10 ELA- 0-29% Student Post Assessment Performance Target Met For Grade 11 ELA - 0-29% Student Regents Exam Performance Target Met

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
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K-8 Art	District, Regional or BOCES-developed	GST BOCES Regional Grade Specific Art Assessments
Studio Art	District, Regional or BOCES-developed	GST BOCES Regional Studio Art Assessment
Advanced Art	District, Regional or BOCES-developed	Canisteo Greenwood Developed Advanced Art Assessment
Keyboarding	District, Regional or BOCES-developed	Canisteo Greenwood Developed Keyboarding Assessment
Accounting	District, Regional or BOCES-developed	Canisteo Greenwood Developed Accounting Assessment
Technology 8	District, Regional or BOCES-developed	Canisteo Greenwood Developed Technology Assessment
Spanish 1-3	District, Regional or BOCES-developed	GST BOCES Regional LOTE Assessment - Grade and Level Specific
Home and Career Skills 8	District, Regional or BOCES-developed	Canisteo Greenwood Developed Home and Careers Assessment
Music K-4	District, Regional or BOCES-developed	GST BOCES Regional K-4 Grade Specific Music Assessment
Music 5-8	District, Regional or BOCES-developed	GST BOCES Regional 5-8 Grade Specific Music Assessment
Music 9-12	District, Regional or BOCES-developed	GST BOCES Regional 9-12 Grade Specific Music Assessment
Grades K-1 Physical Education	District, Regional or BOCES-developed	Canisteo Greenwood Developed K-1 Grade Specific Skills Assessment
Grades 2-12 Physical Education	District, Regional or BOCES-developed	Canisteo Greenwood Developed Grades 2-12 Grade Specific Benchmark Assessments
Special Education K-2	District, Regional or BOCES-developed	Canisteo Greenwood Developed k-2 ELA and Math Assessments
Special Education 3-8	State Assessment	3-8 NYS ELA/Math Assessments
Special Education 9-12	State Assessment	NYS Comprehensive English Regents and NYS Common Core English Regents Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra 1 Regents, NYS Geometry Regents
Participation In Government	District, Regional or BOCES-developed	Canisteo Greenwood Developed Participation in Government Assessment
Economics	District, Regional or BOCES-developed	Canisteo Greenwood Developed Economics 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.

Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.

For students in CCLS Courses, the district will administer both

the NYS Comprehensive English Regents and the NYS Common Core English Regents. The higher of the two scores will be used for evaluation purposes.

For students in CCLS Courses, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents. The higher of the two scores will be used for evaluation purposes.

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

For K-8 Art, Studio Art, Advanced Art, Keyboarding, Accounting, Spanish 1-3, Music K-4, Music 5-8, Music 9-12, K-1 Physical Education, Grades 2-12 Physical Education, Participation in Government, and Economics 80% + student growth goals met

For Technology 8, Home and Career Skills, Special Education Grades 3-8, Special Education Grades 9-12 80% + student growth goals met

For Grades K-2 special education – Using Locally Developed ELA and Math Assessments – 80% + student growth goals met

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

For K-8 Art, Studio Art, Advanced Art, Keyboarding, Accounting, Spanish 1-3, Music K-4, Music 5-8, Music 9-12, K-1 Physical Education, Grades 2-12 Physical Education, Participation in Government, and Economics 55-79% student growth goals met

For Technology 8, Home and Career Skills, Special Education Grades 3-8, Special Education Grades 9-12 55-79% student growth goals met

For Grades K-2 special education – Using Locally Developed ELA and Math Assessments – 55-79% student growth goals met

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

For K-8 Art, Studio Art, Advanced Art, Keyboarding, Accounting, Spanish 1-3, Music K-4, Music 5-8, Music 9-12, K-1 Physical Education, Grades 2-12 Physical Education, Participation in Government, and Economics 30-54% student growth goals met

For Technology 8, Home and Career Skills, Special Education Grades 3-8, Special Education Grades 9-12 30-54% student growth goals met

For Grades K-2 special education – Using Locally Developed ELA and Math Assessment – 30-54% student growth goals met

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

For K-8 Art, Studio Art, Advanced Art, Keyboarding, Accounting, Spanish 1-3, Music K-4, Music 5-8, Music 9-12, K-1 Physical Education, Grades 2-12 Physical Education, Participation in Government, and Economics 0-29% student growth goals met

For Technology 8, Home and Career Skills, Special Education Grades 3-8, Special Education Grades 9-12 0-29% student growth goals met

For Grades K-2 special education – Using Locally Developed

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.

assets/survey-uploads/12186/499282-TXEttx9bQW/CG HEDI State 20.doc

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 Tuesday, May 13, 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	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 4th grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 5th grade ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 6th grade ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 7th grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 8th grade ELA Assessment

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.	For Grades 4-8 ELA, an achievement target will be developed by the teacher and approved by their principal using prior performance and demographic data related to performance on a locally developed assessment to determine an appropriate individual target for the students the teacher works with. Student
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performance on the Locally Developed Assessments as related to the target will be the basis for placing the teacher score in a HEDI rating category.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4-8 – Using Locally Developed Assessment – 80% + student achievement goals met
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4-8 – Using Locally Developed Assessment – 55-79% student achievement goals met
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4-8 – Using Locally Developed Assessment – 30-54% student achievement goals met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4-8 – Using Locally Developed Assessment – 0-29% student achievement goals met

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	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 4th grade Math Assessment
5	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 5th grade Math Assessment
6	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 6th grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 7th grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed 8th grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For Grades 4-8 Math, an achievement target will be developed by the teacher and approved by their principal using prior performance and demographic data related to performance on a locally developed assessment to determine an appropriate individual target for the students the teacher works with. Student performance on the Locally Developed Assessments as related to the target will be the basis for placing the teacher score in a HEDI rating category.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4-8 – Using Locally Developed Assessment – 80% + student achievement goals met

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4-8 – Using Locally Developed Assessment – 55-79% student achievement goals met
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4-8 – Using Locally Developed Assessment – 30-54% student achievement goals met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4-8 – Using Locally Developed Assessment – 0-29% student achievement goals met

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/12149/499283-rhJdBgDruP/3.3 CG HEDI Grade 4-8 ELA and Math_1.doc

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 Grade 3 and 4 ELA Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3 and 4 ELA Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3 and 4 ELA Assessments
3	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed third grade ELA Assessment

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.	<p>For grades kindergarten through 2nd grade a school-wide measure of student growth computed locally option, also termed as an “aspiration measure of success” will be used. The overall goal is to increase the percentage of students achieving a score of a 3 or 4 on NYS state assessments as compared to the prior school year. All teachers in grades kindergarten through second grade will receive the same score based upon the percentage of students reaching aspiration measures in the current year as measured by the NYS 3rd grade and 4th grade ELA Assessment as compared to the previous year’s performance. The superintendent of schools sets and approves the target.</p> <p>For Grade 3 ELA, Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grades Kindergarten-2- Percentage of students in 3rd and 4th grade earning level 3 or 4 on the NYS ELA increased by 5 or more percent from the previous year.</p> <p>3rd – Using Locally Developed Assessment – 80% + student growth goals met</p>
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades Kindergarten-2-Percentage of students in 3rd and 4th grade earning level 3 or 4 on the NYS ELA increased between 4% and -4% from the previous year.

3rd – Using Locally Developed Assessment – 55-79% student growth goals met

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

Grades Kindergarten-2-Grades Kindergarten-2-Percentage of students in 3rd and 4th grade earning level 3 or 4 on the NYS ELA decreased between -5% and -10% from the previous year.

3rd – Using Locally Developed Assessment – 30-54% student growth goals met

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

Grades Kindergarten-2-Grades Kindergarten-2-Grades Kindergarten-2-Percentage of students in 3rd and 4th grade earning level 3 or 4 on the NYS ELA decreased between -11% or more from the previous year.

3rd – Using Locally Developed Assessment – 0-29% student growth goals met

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 Grade 3 and 4 Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3 and 4 Math Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3 and 4 Math Assessments
3	5) District, regional, or BOCES–developed assessments	Canisteo Greenwood Developed third grade math Assessment

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.

For grades kindergarten through 2nd grade a school-wide measure of student growth computed locally option, also termed as an “aspiration measure of success” will be used. The overall goal is to increase the percentage of students achieving a score of a 3 or 4 on NYS state assessments as compared to the prior school year. All teachers in grades kindergarten through second grade will receive the same score based upon the percentage of students reaching aspiration measures in the current year as measured by the NYS 3rd grade and 4th grade math Assessment as compared to the previous year’s performance. The superintendent of schools sets and approves the target.

For Grade 3 math, Analyzing baseline data, teachers in collaboration with principals will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades Kindergarten-2 Grade- Percentage of students in 3rd and 4th grade earning level 3 or 4 on the NYS Math increased by 5 or more percent from the previous year. For 3rd Grade – Using Locally Developed Assessment – 80% + student growth goals met
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades Kindergarten-2-Percentage of students in 3rd and 4th grade earning level 3 or 4 on the NYS Math increased between 4% and -4% from the previous year. For 3rd Grade – Using Locally Developed Assessment – 55-79% student growth goals met
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades Kindergarten-2-Grades Kindergarten-2-Percentage of students in 3rd and 4th grade earning level 3 or 4 on the NYS Math decreased between -5% and -10% from the previous year. For 3rd Grade – Using Locally Developed Assessment – 30-54% student growth goals met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades Kindergarten-2-Percentage of students in 3rd and 4th grade earning level 3 or 4 on the NYS Math decreased between -11% or more from the previous year. For 3rd Grade – Using Locally Developed Assessment – 0-29% student growth goals met

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 6th and 7th Grade ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS 6th and 7th Grade ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 6-7 science a school-wide measure of student growth computed locally” option, also termed as an “aspiration measure of success” will be used. The overall goal is to increase the percentage of students achieving a score of a 3 or 4 on NYS state assessments as compared to the prior school year. All science teachers in grades 6-7 will receive the same score based upon the percentage of students reaching aspiration measures as
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measured by the NYS 6th and 7th grade Math and ELA Assessment as compared to the previous year’s performance. The superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 3 from the previous years results.

For 8th grade science a school-wide measure of student growth computed locally” option, also termed as an “aspiration measure of success” will be used. The overall goal is to increase the percentage of students achieving a passing score of a 65 on NYS state assessments as compared to the prior school year. 8th grade science teachers will receive the same score based upon the percentage of students reaching aspiration measures as measured by the NYS 8th grade ELA and Math Assessment and Regents Exams as compared to the previous year’s performance. The superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 65 or higher for regents exams or a 3 or higher for 8th grade state assessments from the previous years results.

For students in CCLS Courses, the district will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. The higher of the two scores will be used for evaluation purposes
 For students in CCLS Courses, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents. The higher of the two scores will be used for evaluation purposes.

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

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 6th and 7th Grade ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS 6th and 7th Grade ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS

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.

For 6th and 7th Grade Social Studies- a school-wide measure of student growth computed locally” option, also termed as an “aspiration measure of success” will be used. The overall goal is to increase the percentage of students achieving score of a 3 or 4 on NYS state assessments as compared to the prior school year. All Social Studies teachers in grades 6-7 will receive the same score based upon the percentage of students reaching aspiration measures as measured by the NYS 6th and 7th grade Math and ELA Assessment as compared to the previous year’s performance. The superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 3 or better from the previous years results.

For 8th grade Social Studies a school-wide measure of student growth computed locally” option, also termed as an “aspiration measure of success” will be used. The overall goal is to increase the percentage of students achieving a passing score of a 65 on NYS state assessments as compared to the prior school year. 8th grade social studies teachers will receive the same score based upon the percentage of students reaching aspiration measures as measured by the NYS 8th grade ELA and Math Assessment and Regents Exams as compared to the previous year’s performance. The superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 65 or higher on NYS regents assessments or a 3 or higher on the 8th grade state assessments from the previous years results.

For students in CCLS Courses, the district will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. The higher of the two scores will be used for evaluation purposes
For students in CCLS Courses, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents. The higher of the two scores will be used for evaluation purposes.

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

See chart in 3.13

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

See chart in 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.13

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 Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Studies Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For Global 1 a school-wide measure of student growth computed locally” option, also termed as an “aspiration measure of success” will be used. The overall goal is to increase the percentage of students achieving a passing score of a level 3 or 4 for 8th grade assessments and a score of a 65 on NYS state regents assessments as compared to the prior school year. Teachers will receive the same score based upon the percentage of students reaching aspiration measures as measured by the NYS 8th grade ELA and Math Assessment and Regents Exams as compared to the previous year’s performance. The superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 65 or a 3 from the previous years results.</p> <p>For students in CCLS Courses, the district will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. The higher of the two scores will be used for evaluation purposes</p> <p>For students in CCLS Courses, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents. The higher of the two scores will be</p>
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used for evaluation purposes.

For Global 2 and American History, HEDI points will be assigned based on the percentage of students scoring 85 or better on the summative assessment.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Global 1, See chart in 3.13 For Global 2 & American History 80%+ Students Met Mastery Performance Target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Global 1, See chart in 3.13 For Global 2 & American History 55-79% Students Met Mastery Performance Target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Global 1, See chart in 3.13. For Global 2 & American History - 30-54% Students Met Mastery Performance Target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Global 1, See chart in 3.13 For Global 2 & American History 0-29% Students Met Mastery Performance Target

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	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents

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.	HEDI points will be assigned based on the percentage of students scoring 85 or better on the summative assessment.category.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Achievement Targets - 80%+ Students Met Mastery Performance Target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Achievement Targets - 55-79% Students Met Mastery Performance Target
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Achievement Targets - 30-54% Students Met Mastery Performance Target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Achievement Targets - 0-29% Students Met Mastery Performance

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	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents and NYS Common Core Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2/Trigonometry Regents

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.	<p>HEDI points will be assigned based on the percentage of students scoring 85 or better on the summative assessment. For students in CCLS Courses, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents. The higher of the two scores will be used for evaluation purposes.</p> <p>Students enrolled in a NYS Common Core Regents course who are eligible to take the Common Core Regents and the Non-Common Core Regents will be allowed to take both exams and we will only use the highest score.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Achievement Targets - 80%+ Students Met Mastery Performance Target

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Achievement Targets - 55-79% Students Met Mastery Performance Target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Achievement Targets - 30-54% Students Met Mastery Performance Target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Achievement Targets - 0-29% Students Met Mastery Performance

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 Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English 11 Regents Exam NYS Common Core English Regents

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.	ELA 9 & 10 - a school-wide measure of student growth computed locally” option, also termed as an “aspiration measure of success” will be used. The overall goal is to increase the percentage of students achieving a passing score of a level 3 or 4 for 8th grade assessments and a score of a 65 on NYS state regents assessments as compared to the prior school year. Teachers will receive the same score based upon the percentage of students reaching aspiration measures as measured by the NYS 8th grade ELA and Math Assessment and Regents Exams as compared to the previous year’s performance. The
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superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 65 or a 3 from the previous years results.

For students in CCLS Courses, the district will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. The higher of the two scores will be used for evaluation purposes

For students in CCLS Courses, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents. The higher of the two scores will be used for evaluation purposes.

ELA 11 - HEDI points will be assigned based on the percentage of students scoring 85 or better on the summative assessment. For students in CCLS Courses, the district will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. The higher of the two scores will be used for evaluation purposes

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For ELA 9 & 10 See chart in 3.13 For ELA 11 80%+ Students Met Mastery Performance Target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For ELA 9 & 10 See chart in 3.13 For ELA 11 55-79% Students Met Mastery Performance Target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For ELA 9 & 10 - See chart in 3.13 For ELA 11 - 30-54% Students Met Mastery Performance Target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For ELA 9 & 10 - See chart in 3.13 For ELA 11 - 0-29% Students Met Mastery Performance Target

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
K-7 Art	6(ii) School wide measure computed locally	Grades 3-7th Grade ELA and Math Assessments
Photo 1	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Photo 2	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment

ACE Biology	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
ACE Calculus	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Math Applications	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Spanish 1	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Home and Career Skills 8	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Crafts 1	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Music K-4	6(ii) School wide measure computed locally	3rd-4th Grade NYS ELA and Math Assessments
Music 5-7	6(ii) School wide measure computed locally	Grade 5-7 NYS ELA and Math Assessments
Music 8-12	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Grades K-7 Physical Education	6(ii) School wide measure computed locally	Grades 3-7th NYS ELA and Math Assessments
Grades 8-12 Physical Education	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment

Special Education K-4	6(ii) School wide measure computed locally	3rd-4th Grade ELA and Math Assessments
Special Education 5-7	5) District/regional/BOCES–developed	Canisteo Greenwood Developed grades 5-7 ELA and Math Assessment
Special Education 8-12	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Participation In Government	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
Economics	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment
All other courses 8-12	6(ii) School wide measure computed locally	NYS Grade 8 ELA and Math, Assessment, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment

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

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

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

For Grades 5-7 Special Education, a SLO will be developed by the teacher and approved by their principal using baseline data. The SLO will utilize individual growth targets. HEDI points will be assigned based on the percentage of students meeting/exceeding their individual growth targets.

For Music 5-7- The overall goal is to increase the percentage of students achieving a score of a 3 or a 4 on NYS state assessments as compared to the prior school year. All 5-7 Music teachers in grades will receive the same score based upon the percentage of students reaching aspiration measures as measured by the NYS 5th-7th grade Math and ELA Assessment as compared to the previous year’s performance. The superintendent of schools sets and approves the target. For Special Education K-4 and Music k-4- The overall goal is to increase the percentage of students achieving a score of a 3 or a 4 on NYS state assessments as compared to the prior school year. All K-4 SPED and K-4 Music teachers in grades will receive the same score based upon the percentage of students

reaching aspiration measures as measured by the NYS 3rd-4th grade Math and ELA Assessment as compared to the previous year's performance. The superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 3 or a 4 from the prior year's percentage.

For all other courses K-7, a school-wide measure of student growth computed locally option, also termed as an "aspiration measure of success" will be used. The overall goal is to increase the percentage of students achieving a score of a 3 or a 4 on NYS state assessments as compared to the prior school year. All K-7 teachers will receive the same score based upon the percentage of students reaching aspiration measures as measured by the NYS 3rd - 7th grade Math and ELA Assessment as compared to the previous year's performance. The superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 3 or a 4 from the prior year's percentage.

For all other courses 8-12 a school-wide measure of student growth computed locally option, also termed as an "aspiration measure of success" will be used. The overall goal is to increase the percentage of students achieving a score of a 3 or a 4 on NYS 8th grade ELA and math assessments and a score of a 65 on mandatory NYS regents assessments as compared to the prior school year. All other teachers 8-12 will receive the same score based upon the percentage of students reaching aspiration measures as measured by the NYS 8th grade ELA and Math Assessment and the five mandatory Regents Exams as compared to the previous year's performance. The superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 65 or a 3 or 4 from the prior year's percentage.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 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/12149/499283-y92vNseFa4/3.12 CG HEDI.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 local controls are used

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.

For all other Teachers with more than one locally selected measure, the weighted average of the goals by number of students will be used in the calculation when combining 0-15 or 0-20 scores to achieve a composite local selected measure score. We will use standard rounding rules.

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 Wednesday, April 30, 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.)

4.1) Teacher Practice Rubric Rubric	Marzano's Causal Teacher Evaluation Model
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Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

No

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

Probationary Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	41
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	19

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)

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.

Non-Tenured Teachers. Non-tenured teachers will receive two formal classroom observations where the 41 elements found in Domain I aligned with Classroom Strategies and Behaviors associated with the Marzano Rubric will be evaluated. The Clinical Supervision model of Pre-Conference, Observation, Post-Conference will be the structure used in conducting the first formal classroom observation. The second formal observation will be unannounced, but results will be reviewed in a post-conference with the non-tenured teacher. The remaining 19 elements found in Domains II, III, and IV will be evaluated by portfolio submission to the lead evaluator by the non-tenured teacher. Each element of the Rubric will be assigned a value of 0-4. 4 Highly effective, 3 Effective, 2 Developing, 0 Ineffective. The final 0-60 point score will be computed by assigning a number from the chart found in the attachment which awards points to the corresponding total number of raw scale points attained through the two observations and the portfolio submission. If identical elements are evaluated over the course of the two observations, the highest score will be utilized in this computation.

Tenured Teachers. Behaviors associated with the Marzano Rubric. Design Questions will be proposed by the district so that all teachers are working on the same Design Question annually. Teachers will select elements from that Design Question to be observed as part of their annual evaluation. The Clinical Supervision model of Pre-Conference, Observation, Post-Conference will be the

structure used in conducting the targeted classroom observations except for the second targeted classroom observation which will be an unannounced walk through. Each element will be scored as it is observed regardless of the focus elements. If identical elements are evaluated over the course of the two observations, the highest score will be utilized in this computation.

All Rubric elements not directly observed during classroom observations will be evaluated through a self-assessment procedure completed by the tenured teacher. The final 0-60 point score will be computed by assigning a combined score for the targeted observations for a total of 50 points and a score of 0-10 for the satisfactory completion of the self-assessment. The targeted observation score of 0-50 will be computed by assigning a score of 0-5 for each element evaluated in the targeted observation. These scores will be averaged and then multiplied by 10 to derive a score from 0-50. Each element evaluated will receive a score as follows- High Effective= 5, Effective = 4, Developing 3, Ineffective =0

Self-Assessment Procedure – The tenured teacher shall conduct the self-assessment employing iObservation of the remaining elements in the Marzano Rubric not observed. This self-assessment will serve as the context for the structured review of artifacts by the lead evaluator. When the tenured teacher is prepared, but prior to April 15, they will set up a self-assessment review session with their lead evaluator or peer reviewer. In this session the tenured teacher will provide a copy of the self-assessment and discuss evidence with the lead evaluator. The lead evaluator may request documented evidence to support the self-assessment and give ten school days for these documents to be produced. Subsequent to the final self-assessment review session, the lead evaluator will provide a score and formally sign off on the self-assessment indicating that the process has been completed. Elements will only be deemed completed where the evidence demonstrates at least “effective” performance as evaluated by the rubric.

The 0-10 points for the self-assessment will be awarded according to the rubric below:

0-2 Points (Ineffective) Self-Assessment started but less than 30% of the remaining elements completed with sufficient rationale/evidence

3-5 Points (Developing) Self-Assessment partially completed with 31-49% of the remaining elements completed with sufficient rationale/evidence

6-8 Points (Effective) Self-Assessment substantially completed with 50-89% of the remaining elements completed with sufficient rationale/evidence

9-10 Points (Highly Effective) Self-Assessment Completed with 90-100% of the remaining elements completed with sufficient rationale/evidence

Procedures for Observations:

- At least one mutually acceptable announced observation will be scheduled by the teacher and administrator. There will be a preconference no more than 5 days prior to the observation, an observation of a lesson and a post-conference no more than 10 days after the observation.
 - o The purpose of this meeting will be to discuss the teacher appraisal as it pertains to the two Marzano Elements selected by the teacher, District goals and expectations, and appraisal instruments. In this meeting the teacher and supervising administrator will discuss the planning of the lesson, the lesson structure, lesson placement within the unit plan, and the applicable content standards. They may also review any relevant measurable criteria that may not be seen in the lesson, but are critical parts of the process.
 - o If the administrator or unit member is unable to meet the scheduled observation time and date, or the administrator is unable to stay for the entire scheduled time period, that observation will be rescheduled. The person who cancels an observation or the administrator who is unable to stay the entire period has the responsibility to reschedule the observation within (5) school days.
 - o The purpose of the post-observation meeting will be to discuss the criteria and evidence that were observed and collected during the observation on the two Marzano Elements. The administrator will discuss and review the ratings and evidence that are relevant to that particular observation. A documentation record in iObservation will be utilized to identify and score ratings in the components/elements observed in the lesson. The ratings will be dated and initialed by that administrator at that time. Evidence will be attached for the areas in which there are disagreement between the appraiser and the unit member.
 - o If the administrator or unit member is not satisfied with the ratings assigned either party may request additional announced observation. The additional announced observation will follow the same prescriptive pattern as the original announced observation.

The purpose of the additional observation will be to address the areas of concern raised in the earlier post-observation meeting. The ratings will be recorded along with the ratings from the previous observation(s). The new ratings and evidence will be dated.

- Announced Observations will be conducted using the rubric for elements from iObservation by the building principal or other appropriate certified supervisors determined by the Superintendent.
- All announced observations will be conducted and a rating will be assigned to the teacher at the conclusion of the observation and be presented to the teacher within 10 days of the post observation meeting.
- The administrator will conduct at least one unannounced observation. This will happen after the completion of the announced observation. It will be documented and shared with the teacher within 10 school days of the observation. If there are questions or concerns about documentation either party can call a meeting. Once agreed upon, the documentation for this observation will not be added to or deleted from.
- If the administrator or teacher desire to schedule a formal announced observation they can do so at anytime.
- The announced and unannounced observations will be completed by June 1st.

- Evidence from announced and unannounced observation(s) will inform Professional Teacher Summative Evaluation ratings.

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/12179/499284-eka9yMJ855/Non-Tenured Teacher Rubric Conversion updated.xlsx

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

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>For Probationary Teachers - The scores will be calculated using the points available for each of the 60 elements evaluated by the two classroom observations and the structured review of portfolio and transposed to the HEDI rating conversion chart attached above. A score of 192-240 will result in a rating of Highly Effective 59-60 points.</p> <p>For tenure Teachers, the 50 points for the two targeted observations will be combined with the self-assessment 10 point rating resulting in a rating 0-60. A combined score of 59-60 will result in a rating of Highly Effective</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>For Probationary Teachers - The scores will be calculated using the points available for each of the 60 elements evaluated by the two classroom observations and the structured review of portfolio and transposed to the HEDI rating conversion chart attached above. A score of 151-191 will result in a rating of Effective 45-58 points.</p> <p>For tenure Teachers, the 50 points for the two targeted observations will be combined with the self-assessment 10 point rating resulting in a rating 0-60. A score of 45-58 will result in a rating of Effective.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>For Probationary Teachers - The scores will be calculated using the points available for each of the 60 elements evaluated by the two classroom observations and the structured review of portfolio and transposed to the HEDI rating conversion chart attached above. A score of 88-150 will result in a rating of Developing 40-44 points.</p> <p>For tenure Teachers, the 50 points for the two targeted observations will be combined with the self-assessment 10 point rating resulting in a rating 0-60. A rating of 40-44 will result in a rating of Developing.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>For Probationary Teachers - The scores will be calculated using the points available for each of the 60 elements evaluated by the two classroom observations and the structured review of portfolio and transposed to the HEDI rating conversion chart attached above. A score of 0-87 will result in a rating of Ineffective 0-39 points.</p> <p>For tenure Teachers, the 50 points for the two targeted observations will be combined with the self-assessment 10 point rating resulting in a rating 0-60. A rating of 0-39 will result in a rating of Ineffective.</p>

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	45-58
Developing	40-44
Ineffective	0-39

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	0
Enter 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 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?

- Not Applicable

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 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	45-58
Developing	40-44
Ineffective	0-39

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

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Updated Tuesday, March 25, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/12193/499286-Df0w3Xx5v6/APPR TIP Plan - Teachers.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

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

Appeals Process

Purpose of Appeal. The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal. The burden of proof shall be on the appellant to establish by the preponderance of the evidence that the rating given by the lead evaluator was not justified.

Who: All tenured and probationary employees who meet the appeal process criteria may use this appeal process.

Why: Said appeal process shall be available to employees to appeal either a procedural error in the evaluation process or appeal a substantive portion of the evaluation.

What: Only employees who receive a “Developing” or “Ineffective” rating in one or more of the evaluative criteria for (a) a formal observation, (b) an informal observation, or (c) an annual professional performance review may process an appeal. The evaluative criteria categories that may be appealed are the 60 elements associated with the Marzano’s Causal Teacher Evaluation Model.

How:

1. **Governing Body to Adjudicate the Appeal:** The governing body shall be defined as the “Evaluation Appeals Committee” (EAC). The EAC make up shall be:

A. One tenured administrator. The tenured administrator appointed to the EAC shall not be the administrator who authored the evaluation and shall be chosen by the Superintendent or his/her designee.

B. Two tenured teachers. The tenured teachers appointed to the EAC shall be chosen by the President of the Association or his/her designee.

2. **Appeals Decision Making**

A. The EAC shall have the right to ask questions of the appellant, the lead evaluator, and any other relevant participants. They have the right to collect any and all information necessary to make an informed decision. The appellant and/or the lead evaluator may be asked to join the EAC to be questioned.

B. The EAC shall reach their findings (see Section 4 below) through unanimous vote.

C. If a unanimous vote is not reached, the EAC shall write up the opposing viewpoints and submit the opposing viewpoints to the lead evaluator, the appellant, the Association President, and the Superintendent.

D. At this point a Superintendent’s Evaluation Appeals Committee (SEAC) made up of two (2) Superintendent appointees and one (1) union appointee shall review the evaluation and position papers and by majority vote determine which of the opposing viewpoints shall be the final outcome of the appeal.

3. **Timeline:**

A. The employee must attempt to resolve the appeal informally within five (5) business days of receipt of the evaluation through an informal conference with the lead evaluator. The teacher will inform the evaluator of their concern in writing as a means of documenting the process.

B. The employee must forward the evaluation appeal within five (5) business days of an unsuccessful informal conference in writing to the Superintendent of Schools and the Association President.

C. The Superintendent and Association President shall charge the EAC to hold a Conference within five (5) business days of receipt of the appeal.

D. The EAC shall issue its findings to the Superintendent, Association President, the employee and the lead evaluator within five (5) business days of the Conference.

E. If the SEAC is utilized, they will be given five (5) business days to meet and render their final decision by majority vote.

4. **Committee Findings:**

A. The EAC/SEAC is empowered to overturn a section of the evaluation and assign a new rating to that section. Said ability to overturn a section of the evaluation does not negate the fact that the evaluation was timely completed.

B. The EAC/SEAC is empowered to overturn the entire evaluation if the evaluation was procedurally flawed and assign a new rating where appropriate.

C. The EAC/SEAC is empowered to overturn a section or the entire evaluation and require a course of action so as to enhance the professional growth of the employee.

D. The EAC/SEAC is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of

the employee.

E. The EAC/SEAC is empowered to affirm the evaluation.

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.

Evaluator Training:

1. The district will certify and re-certify lead evaluators annually as qualified to conduct teacher evaluations under 3012-c.
2. The District will provide at least two days of training to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training program which will include the required components per section 30-2.9 of the Commissioner's Regulations. These components include NYS Teaching and Leadership Standards, Evidence-Based Observation Techniques, Application and Use of Student Growth and Value-Added Models, Application and Use of State Approved Rubrics, Application and use of Assessment Tools Used, Application and Use of State-Approved Locally Developed Measures of Student Achievement, Use of the Statewide Instructional Reporting System, The Scoring Methodology Used by the Department and/or our District, Specific Considerations in Evaluating Teachers and Principals of ELL and SWD, and Work Toward Inter-Rater Reliability.

Inter-Rater Reliability:

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the GST BOCES RTTT Evaluator Training Program in maintaining inter-rater reliability over time.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

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

Checked

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

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

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

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

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):

5-7
8-12

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)/courses(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
K-4	State assessment	NYS 3rd and 4th Grade ELA and Math Assessment

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

For Principal Grades K-4, Analyzing baseline data, the principal in collaboration with the superintendent will establish individual growth targets for each student. HEDI points will be allocated based on the percentage of students meeting/exceeding their growth targets for the 3rd grade NYS ELA and Math Assessments.

The State will provide HEDI scores based on the results of the NYS grade 4 ELA and Math assessments. These State-provided growth scores will then be weighted proportionately with the results from the other SLOs for grade 3 ELA and Math based on the number of students who took each State assessment. The result will be a single HEDI score for the principal growth subcomponent.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principal K-4- See Attached Chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principal K-4- See Attached Chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principal K-4- See Attached Chart
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principal K-4- See Attached Chart

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/12156/499287-lha0DogRNw/7.4 CG HEDI Principal.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.

No Controls

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	Checked

effectively differentiate educator performance in ways that improve student learning and instruction.

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)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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
5-7	(d) measures used by district for teacher evaluation	Grades 5-7 NYS ELA and Math Assessments
8-12	(d) measures used by district for teacher evaluation	NYS Grade 8 ELA and Math Assessments, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, NYS Comprehensive English Regents and NYS Common Core English Regents, NYS Global History and Geography Regents, NYS US History and Government Regents, NYS Living Environment Regents Assessment

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

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

<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>For the principal of grades 5-7 a school-wide measure of student growth computed locally option, also termed as an aspiration measure of success will be used based on the listed assessments for each principal. The overall goal is to increase the percentage of students achieving a score of a 3 or 4 on NYS state assessments as compared to the prior school year. The principals will receive a score based upon the percentage of students reaching aspiration measures in the current year as measured by the NYS 5th grade- 7th grade ELA and Math Assessment as compared to the previous year's performance. The superintendent of schools sets and approves the target.</p> <p>For the principal in grades 8th-12 grade a school-wide measure of student growth computed locally option, also termed as an aspiration measure of success will be used. The overall goal is to increase the percentage of students achieving a passing score</p>
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of a 65 and students receiving a level 3 and 4 on the 8th grade NYS ELA and Math assessments as compared to the prior school year. The principal in grades 8-12 will receive a score based upon the percentage of students reaching aspiration measures as measured by the NYS 8th grade ELA and Math Assessment and mandatory Regents Exams as compared to the previous year's performance. The superintendent of schools sets and approves the target. HEDI points will be assigned based on the change in percentage of students scoring a 65 or higher on a NYS regents assessment or a 3 or higher on the NYS 8th assessments from the previous years results.

For students in CCLS Courses, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents. The higher of the two scores will be used for evaluation purposes.

For students in CCLS Courses, the district will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. The higher of the two scores will be used for evaluation purposes.

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

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/12190/499288-qBFVOWF7fC/8.1 CG HEDI Principal.doc

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-4	(d) measures used by district for teacher evaluation	Grades 3-4 NYS ELA and Math Assessments

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.	For the principal of grades K-4 a school-wide measure of student growth computed locally option, also termed as an aspiration measure of success will be used based on the listed assessments for each principal. The overall goal is to increase
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the percentage of students achieving a score of a 3 or 4 on NYS state assessments as compared to the prior school year. The principals will receive a score based upon the percentage of students reaching aspiration measures in the current year as measured by the NYS 3rd grade- 4th grade ELA and Math Assessment as compared to the previous year's performance. The superintendent of schools sets and approves the target.

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

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. \(MS Word\)](#)

assets/survey-uploads/12190/499288-pi29aiX4bL/8.2 CG HEDI Principal.doc

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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 locally developed controls or special considerations will be used in setting targets for local measures

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.

N/A

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 Tuesday, May 13, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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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
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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](#)

(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)

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.

When conducting the Principal evaluation using the MPPR, the principal will be assessed on a 0-4 point scale for each of the elements of the rubric. The Principal will select two elements for focus on for the year which will be approved by the Lead Evaluator, however, all observed elements will be scored as they are observed. The elements rated during multiple school visits will be assigned a score of 0-4. 4= Highly Effective, 3= Effective, 2=Developing, 0= Ineffective. The elements will be scored by the lead evaluator over multiple school visits, averaged, and then multiplied by 10 for a potential score of 40 points. Elements that are scored multiple times over multiple school visits will be averaged to create a final score for that element before calculating the overall average.

The elements of the rubric not directly observed during observations will be evaluated by the lead evaluator through a self-assessment with portfolio submission of selected element. The Self-Assessment of the remaining elements will be worth 20 points. Elements will only be deemed completed where the evidence demonstrates at least "effective" performance as evaluated by the rubric. These self-assessment points will be awarded on the following scale: 0-5 points for less than 0-29% of the remaining elements self-assessed with evidence demonstrating effective performance; 6-10 points for less than 30-49% of the remaining elements self-assessed with evidence demonstrating effective performance; 11-15 points for less than 50-79% of the remaining elements self-assessed with evidence demonstrating effective performance; 16-20 points for 80% or more of the remaining elements self-assessed with evidence demonstrating effective performance. The scores from the school visits (up to 40 points) will be combined with the scores from the self-assessment (up to 20 points) to create a rubric score. The rubric score will be placed in to the attached conversion chart to reach a converted HEDI score. The converted HEDI score will be the score used to place principals in the following HEDI categories.

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/12205/499289-pMADJ4gk6R/Canisteo Greenwood Principal Attachment A - 60 Point conversion table_2.pdf

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

Highly Effective: Overall performance and results exceed standards.	The overall performance of the principal based on evaluation under the rubric exceeds standards and results in a score of 59-60 will result in a rating of Highly Effective.
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Effective: Overall performance and results meet standards.	The overall performance of the principal based on evaluation under the rubric meets standards and results in a score of 57-58 it will result in a rating of Effective.
Developing: Overall performance and results need improvement in order to meet standards.	The overall performance of the principal based on evaluation under the rubric needs improvement to meet standards and results in a score of 50-56 it will result in a rating of Developing.
Ineffective: Overall performance and results do not meet standards.	The overall performance of the principal based on evaluation under the rubric do not meet standards and results in a score of 0-49 it will result in a rating of Ineffective.

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, May 31, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 Tuesday, March 25, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/145060-Df0w3Xx5v6/Principal IMPROVEMENT PLAN.docx](#)

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, 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

The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal. The burden of proof shall be on the appellant to establish by the preponderance of the evidence that the rating given by the lead evaluator was not justified.

All tenured and probationary employees who meet the appeal process criteria may use this appeal process.

Said appeal process shall be available to employees to appeal either a procedural error in the evaluation process or appeal a substantive portion of the evaluation.

Only employees who receive a "Developing" or "Ineffective" rating in one or more of the evaluative criteria of an annual professional performance review may process an appeal.

The Principal must inform the Superintendent in writing not later than five (5) workdays of receipt of the evaluation. Said appeal must be submitted to the Superintendent and CGAA President.

The Superintendent will meet with the Association President or designee in an effort to informally resolve the appeal within 10 days after receipt of the notice of appeal. If there is no resolution a formal appeal will be submitted to the GST BOCES Superintendent or designee within 5 days after the informal conference.

The GST BOCES Superintendent or designee will conduct a formal appeals conference within ten (10) days from the conclusion of the informal conference. A written decision of the appeal shall be rendered no later than fifteen (15) calendar days from the close of the appeal conference. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. A copy of the decision becomes part of the official observation record.

The 3012-c appeal procedure shall constitute the means for initiating, reviewing and resolving any and all challenges to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

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.

Evaluator Training:

1. The district will certify and re-certify lead evaluators annually as qualified to conduct principal evaluations under 3012-c.
2. The District will provide at least two days of training to evaluators and lead evaluators which will include the required components per section 30-2.9 of the Commissioner's Regulations. These components include NYS Teaching and Leadership Standards, Evidence-Based Observation Techniques, Application and Use of Student Growth and Value-Added Models, Application and Use of State Approved Rubrics, Application and use of Assessment Tools Used, Application and Use of State-Approved Locally Developed Measures of Student Achievement, Use of the Statewide Instructional Reporting System, The Scoring Methodology Used by the Department and/or our District, Specific Considerations in Evaluating Teachers and Principals of ELL and SWD, and Work Toward Inter-Rater Reliability.

Inter-Rater Reliability:

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the GST BOCES RTTT Evaluator Training Program in maintaining inter-rater reliability over time.

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 Thursday, May 15, 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/12158/499292-3Uqgn5g9Iu/Canisteo Greenwood APPR Signature Page.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.

State 20% HEDI Scales for the Canisteo-Greenwood Central School District

HEDI Scale used for all teachers for the local 20 portion of the APPR

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
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	50-54%	46-49%	42-45%	38-41%	34-37%	30-33%	21-29%	11-20%	0-10%

Local 20% HEDI Scales for the Canisteo-Greenwood Central School District

HEDI Scale used for all teachers not receiving a growth score for determining student growth.

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
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	50-54%	46-49%	42-45%	38-41%	34-37%	30-33%	21-29%	11-20%	0-10%

The 20 point scales will be used until the value added model is implemented.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91%-100%	80%-90%	75%-79%	71%-74%	68%-70%	65%-67%	60%-64%	55%-59%	54%-50%	49%-45%	44%-40%	39%-35%	30%-34%	21-29%	11-20%	0-10%

Local 20% HEDI Scales for the Canisteo-Greenwood Central School District

HEDI Scale used for all teachers not receiving a growth score for determining student growth.

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
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	50-54%	46-49%	42-45%	38-41%	34-37%	30-33%	21-29%	11-20%	0-10%

HEDI Scale used for Scoring teachers when NYS ELA and math assessments and/or Regents Exams are used together as the means for determining student growth.

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
7% and +	6%	5%	4%	3%	2%	1%	0%	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9%	-10%	-11%	-12%	-13% +

Form 4.2) Points within Other Measures

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

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

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	10

Conversion to 60 Point System

Marzano Teacher Rubric	Total of All Points Earned on Rubric (Raw Scale Score)	Ineffective	Developing	Effective	Highly Effective*
				0-87	88-150
	Converted to 60	0-39	40-44	45-58	59-60

possible points on each rubric if you circled something in each possible

Raw Scale Points		
240	60.00	
239	60.00	
238	60.00	
237	60.00	
236	60.00	
235	60.00	
234	60.00	
233	60.00	
232	60.00	
231	60.00	
230	60.00	
229	60.00	
228	60.00	
227	60.00	
226	60.00	
225	60.00	
224	60.00	
223	60.00	
222	60.00	
221	60.00	
220	60.00	
219	60.00	
218	60.00	
217	60.00	
216	60.00	
215	59.00	

214	59.00	
213	59.00	
212	59.00	
211	59.00	
210	59.00	
209	59.00	
208	59.00	
207	59.00	
206	59.00	
205	59.00	
204	59.00	
203	59.00	
202	59.00	
201	59.00	
200	59.00	
199	59.00	
198	59.00	
197	59.00	
196	59.00	
195	59.00	
194	59.00	
193	59.00	
192	59.00	
191	58.00	
190	58.00	
189	58.00	
188	57.00	
187	57.00	
186	57.00	
185	56.00	
184	56.00	
183	56.00	
182	55.00	
181	55.00	
180	55.00	
179	54.00	
178	54.00	
177	54.00	
176	53.00	
175	53.00	
174	53.00	
173	52.00	
172	52.00	
171	52.00	
170	51.00	
169	51.00	

168	51.00	
167	50.00	
166	50.00	
165	50.00	
164	49.00	
163	49.00	
162	49.00	
161	48.00	
160	48.00	
159	48.00	
158	47.00	
157	47.00	
156	47.00	
155	46.00	
154	46.00	
153	46.00	
152	45.00	
151	45.00	
150	44.00	
149	44.00	
148	44.00	
147	44.00	
146	44.00	
145	44.00	
144	44.00	
143	44.00	
142	44.00	
141	44.00	
140	44.00	
139	44.00	
138	44.00	
137	43.00	
136	43.00	
135	43.00	
134	43.00	
133	43.00	
132	43.00	
131	43.00	
130	43.00	
129	43.00	
128	43.00	
127	43.00	
126	43.00	
125	43.00	
124	42.00	
123	42.00	

122	42.00	
121	42.00	
120	42.00	
119	42.00	
118	42.00	
117	42.00	
116	42.00	
115	42.00	
114	42.00	
113	42.00	
112	42.00	
111	41.00	
110	41.00	
109	41.00	
108	41.00	
107	41.00	
106	41.00	
105	41.00	
104	41.00	
103	41.00	
102	41.00	
101	41.00	
100	41.00	
99	41.00	
98	40.00	
97	40.00	
96	40.00	
95	40.00	
94	40.00	
93	40.00	
92	40.00	
91	40.00	
90	40.00	
89	40.00	
88	40.00	
87	39.00	
86	39.00	
85	39.00	
84	38.00	
83	38.00	
82	38.00	
81	37.00	
80	37.00	
79	37.00	
78	36.00	
77	36.00	

76	36.00	
75	35.00	
74	35.00	
73	35.00	
72	34.00	
71	34.00	
70	34.00	
69	33.00	
68	33.00	
67	33.00	
66	32.00	
65	32.00	
64	32.00	
63	31.00	
62	31.00	
61	31.00	
60	30.00	
59	30.00	
58	30.00	
57	29.00	
56	29.00	
55	29.00	
54	28.00	
53	28.00	
52	28.00	
51	27.00	
50	27.00	
49	27.00	
48	26.00	
47	26.00	
46	25.00	
45	25.00	
44	24.00	
43	24.00	
42	23.00	
41	23.00	
40	22.00	
39	22.00	
38	21.00	
37	21.00	
36	20.00	
35	20.00	
34	19.00	
33	19.00	
32	18.00	
31	18.00	
30	17.00	

29	17.00	
28	16.00	
27	16.00	
26	15.00	
25	15.00	
24	14.00	
23	14.00	
22	13.00	
21	13.00	
20	12.00	
19	12.00	
18	11.00	
17	11.00	
16	10.00	
15	10.00	
14	9.00	
13	9.00	
12	8.00	
11	8.00	
10	7.00	
9	7.00	
8	6.00	
7	6.00	
6	5.00	
5	5.00	
4	4.00	
3	3.00	
2	2.00	
1	1.00	
0	0.00	

IMPROVEMENT PLAN

Teacher/Administrator _____ Composite Score _____

Subject/Grade/Building/Area _____ Score Breakdown _____

Supervisor _____

Date(s): _____ Preconference: _____
 Observations/Walk-throughs: _____
 Coaching/Mentoring: _____
 Professional Development: _____

Differentiated Activities to Support Improvement						
Standards Chosen for Further Development	Action(s) to be Taken	Supervisor's Responsibilities	Teacher's or Administrator's Responsibilities	Timeline for achieving improvement	The Manner in which Improvement will be Assessed	Progress Documentation

Mentor Requested or Assigned: yes no

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Teacher's Signature Waiving Representation: _____ Date: _____

Principal State 20% HEDI Scales for the Canisteo-Greenwood Central School District

HEDI Scale used for principals not receiving a growth score for determining student growth.

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
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	64-66%	61-63%	59-60%	57-58%	55-56%	50-54%	46-49%	42-45%	38-41%	34-37%	30-33%	21-29%	11-20%	0-10%

Local 20% HEDI Scales for the
Canisteo-Greenwood Central School District

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
7% and +	6%	5%	4%	3%	2%	1%	0%	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9%	-10%	-11%	-12%	- 13% +

Local HEDI Scales for the
Canisteo-Greenwood Central School District

Principal 15 Point Scale- The 20 point scales will be used until the value added model is implemented.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
5%+	4%	3%	2%	1%	0%	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9%	-10%+

Local 20% HEDI Scales for the
Canisteo-Greenwood Central School District

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
7% and +	6%	5%	4%	3%	2%	1%	0%	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9%	-10%	-11%	-12%	-13%+

Attachment A - Multidimensional Rubric				
		Scoring Bands		
		Conversion Chart		
Raw Score	Final Rubri Score	HEDI Rating	Raw Score	Final Rubri Score
0	0	Ineffective	31	54
1	2	Ineffective	32	54
2	4	Ineffective	33	55
3	7	Ineffective	34	55
4	10	Ineffective	35	55
5	13	Ineffective	36	55
6	16	Ineffective	37	56
7	19	Ineffective	38	56
8	22	Ineffective	39	56
9	25	Ineffective	40	56
10	28	Ineffective	41	57
11	31	Ineffective	42	57
12	34	Ineffective	43	57
13	37	Ineffective	44	57
14	40	Ineffective	45	57
15	43	Ineffective	46	57
16	46	Ineffective	47	58
17	49	Ineffective	48	58
18	50	Developing	49	58
19	50	Developing	50	58
20	51	Developing	51	58
21	51	Developing	52	58
22	52	Developing	53	58
23	52	Developing	54	59
24	52	Developing	55	59
25	53	Developing	56	59
26	53	Developing	57	60
27	53	Developing	58	60
28	53	Developing	59	60
29	54	Developing	60	60
30	54	Developing		

IMPROVEMENT PLAN

Principal

Composite Score

Subject/Grade/Building/Area

Score Breakdown

Supervisor

Date(s): Preconference: _____

Observations/Walk-throughs: _____

Coaching/Mentoring: _____

Professional Development: _____

Differentiated Activities to Support Improvement

Standards Chosen for Further Development	Action(s) to be Taken	Supervisor's Responsibilities	Teacher's or Administrator's Responsibilities	Timeline for achieving improvement	The Manner in which Improvement will be Assessed	Progress Documentation

Mentor Requested or Assigned: __yes __no

Superintendent's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

Representative/Witness Signature: _____

Date: _____

Or Principal's Signature Waiving Representation:

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

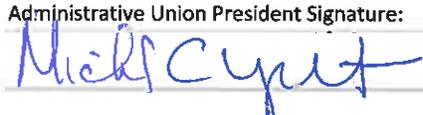
Superintendent Signature: Date:

 5/15/14

Teachers Union President Signature: Date:

 5/15/14

Administrative Union President Signature: Date:

 5/15/14

Board of Education President Signature: Date:

 5/15/14