



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 28, 2012

Jeffrey Matteson, Superintendent  
Canisteo-Greenwood Central School District  
84 Greenwood Street  
Canisteo, NY 14823

Dear Superintendent Matteson:

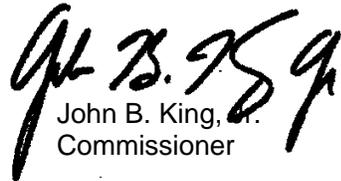
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification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

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

c: Horst Graefe

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, June 18, 2012

Updated Tuesday, August 21, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

#### 1.4) Award Classification

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

- 
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Monday, June 04, 2012

Updated Tuesday, August 21, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	NWEA MAP for Primary ELA
1	State-approved 3rd party assessment	NWEA MAP for Primary ELA
2	State-approved 3rd party assessment	NWEA MAP for Primary ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Canisteo-Greenwood will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

teacher-level effectiveness ratings for the comparable growth measures in ELA in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign teachers to k-2 HEDI categories, we will assume a normal distribution of teacher effects centered on 13.

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

For Grade 3 ELA an SLO will be developed using prior performance and demographic data related to students who have participated in the 3rd Grade State Assessment in prior years alongside the data associated with the incoming cohort to determine an appropriate SLO target for the upcoming 3rd Grade State Assessment. Student performance on the 3rd Grade State Assessment as related to the target will be the basis for placing the teacher score in a HEDI rating category.

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

For K-2 Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;

18 0.9 1.1

19 1.1 1.3

20 1.3

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).

K-2 Using NWEA MAP Primary -

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;

9 -0.9 -0.7  
10 -0.7 -0.5  
11 -0.5 -0.3  
12 -0.3 -0.1  
13 -0.1 0.1  
14 0.1 0.3  
15 0.3 0.5  
16 0.5 0.7  
17 0.7 0.9

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).

K-2 Using NWEA MAP Primary -

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;

3 -2.1 -1.9  
4 -1.9 -1.7  
5 -1.7 -1.5  
6 -1.5 -1.3  
7 -1.3 -1.1  
8 -1.1 -0.9

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).

K-2 Using NWEA MAP Primary Assessment -

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;

0 -2.5  
1 -2.5 -2.3  
2 -2.3 -2.1

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	NWEA MAP Primary Math
1	State-approved 3rd party assessment	NWEA MAP Primary Math
2	State-approved 3rd party assessment	NWEA MAP Primary Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Canisteo-Greenwood CSD will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in math in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average  
Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average  
Ineffective: Less than -2.1 standard deviations below average

For Grade 3 Math an SLO will be developed using prior performance and demographic data related to students who have participated in the 3rd Grade State Assessment in prior years alongside the data associated with the incoming cohort to determine an appropriate SLO target for the upcoming 3rd Grade State Assessment. Student performance on the 3rd Grade State Assessment as related to the target will be the basis for placing the teacher score in a HEDI rating category.

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
18 0.9 1.1  
19 1.1 1.3  
20 1.3

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).

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
9 -0.9 -0.7  
10 -0.7 -0.5  
11 -0.5 -0.3  
12 -0.3 -0.1  
13 -0.1 0.1  
14 0.1 0.3  
15 0.3 0.5  
16 0.5 0.7  
17 0.7 0.9

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).

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
3 -2.1 -1.9

4 -1.9 -1.7  
 5 -1.7 -1.5  
 6 -1.5 -1.3  
 7 -1.3 -1.1  
 8 -1.1 -0.9

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).

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
 0 -2.5  
 1 -2.5 -2.3  
 2 -2.3 -2.1

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	GST BOCES Regional Science 6 Assessment
7	District, regional or BOCES-developed assessment	GST BOCES Regional Science 7 Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Grades 6-7 Science - Students will be given a pre-test which will allow the SLO goal to be assigned based on a target growth rate of 1/2 to 100. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher SLO, average classroom performance on the pre-test will be the baseline for setting the 1/2 to 100 goal. The HEDI classifications will be based on progress toward meeting the class average 1/2 to 100 goal on the post-assessment.

For Grade 8 Science an SLO will be developed using prior performance and demographic data related to students who have participated in the Grade 8 Science State Assessment in prior years alongside the data associated with the incoming cohort to determine an appropriate SLO target for the upcoming Grade 8 Science State Assessment. Student performance on the Grade 8 Science State Assessment as related to the target will be the basis for placing the teacher score in a HEDI rating category.

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

Grades 6-7 Science - 90% + progress toward 1/2 to 100 Class Average Goal

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).

Grades 6-7 Science -50-89% progress toward 1/2 to 100 Class Average Goal

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).

Grades 6-7 Science- 20-49% progress toward 1/2 to 100 Class Average Goal

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).

Grades 6-7 Science - 0-19% progress toward 1/2 to 100 Class Average Goal

Grade 8 Science Using NYS Science 8 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	District developed Social Studies 6 Assessment
7	District, regional or BOCES-developed assessment	District developed Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	District developed Social Studies 8 Assessment

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

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

Students will be given a pre-test which will allow the SLO goal to be assigned based on a target growth rate of 1/2 to 100. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher SLO, average classroom performance on the pre-test will be the baseline for setting the 1/2 to 100 goal. The HEDI classifications will be based on progress toward meeting the class average 1/2 to 100 goal on the post-assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% + progress toward 1/2 to 100 Class Average Goal
Effective (9 - 17 points) Results meet District goals for similar students.	50-89% progress toward 1/2 to 100 Class Average Goal
Developing (3 - 8 points) Results are below District goals for similar students.	20-49% progress toward 1/2 to 100 Class Average Goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% progress toward 1/2 to 100 Class Average Goal

## 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	GST BOCES Regional Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For Global 1 - Students will be given a pre-test which will allow the SLO goal to be assigned based on a target growth rate of 1/2 to 100. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher SLO, average classroom performance on the pre-test will be the baseline for setting the 1/2 to 100 goal. The HEDI classifications will be based on progress toward meeting the class average 1/2 to 100 goal on the post-assessment.</p> <p>For Global 2 and US History - An SLO will be developed using prior performance and demographic data related to students who have taken the Global Regents and the US History Regents in prior years alongside the data associated with the incoming cohort to determine an appropriate SLO target for the upcoming Regents exam. Student performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For Global 1 - 90% + progress toward 1/2 to 100 Class Average Goal

	For Global 2 & US History - 80%+ Student Regents Exam Performance Target Met
Effective (9 - 17 points) Results meet District goals for similar students.	For Global 1 - 50-89% progress toward 1/2 to 100 Class Average Goal  For Global 2 & US History - 55-79% Student Regents Exam Performance Target Met
Developing (3 - 8 points) Results are below District goals for similar students.	For Global 1 - 20-49% progress toward 1/2 to 100 Class Average Goal  For Global 2 & US History - 30-54% Student Regents Exam Performance Target Met
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For Global 1 - 0-19% progress toward 1/2 to 100 Class Average Goal  For Global 2 & US History - 0-29% 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	An SLO will be developed using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate SLO target for the upcoming Regents exam. Student performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.
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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	An SLO will be developed using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate SLO target for the upcoming Regents exam. Student performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.
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
Grade 9 ELA	District, regional or BOCES-developed assessment	GST BOCES Regional ELA 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GST BOCES Regional ELA 10 Assessment
Grade 11 ELA	Regents assessment	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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For Grade 9 &amp; 10 ELA - Students will be given a pre-test which will allow the SLO goal to be assigned based on a target growth rate of 1/2 to 100. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher SLO, average classroom performance on the pre-test will be the baseline for setting the 1/2 to 100 goal. The HEDI classifications will be based on progress toward meeting the class average 1/2 to 100 goal on the post-assessment.</p> <p>For Grade 11 ELA - An SLO will be developed using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate SLO target for the upcoming Regents exam. Student performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>For Grade 9 &amp; 10 ELA - 90% + progress toward 1/2 to 100 Class Average Goal</p> <p>For Grade 11 ELA - 80%+ Student Regents Exam Performance Target Met</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>For Grade 9 &amp; 10 ELA - 50-89% progress toward 1/2 to 100 Class Average Goal</p> <p>For Grade 11 ELA - 55-79% Student Regents Exam Performance Target Met</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>For Grade 9 &amp; 10 ELA - 20-49% progress toward 1/2 to 100 Class Average Goal</p> <p>For Grade 11 ELA - 30-54% Student Regents Exam Performance Target Met</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>For Grade 9 &amp; 10 ELA - 0-19% progress toward 1/2 to 100 Class Average Goal</p> <p>For Grade 11 ELA - 0-29% Student Regents Exam Performance Target Met</p>

## 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
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	District developed Advanced Art Assessment
Keyboarding	District, Regional or BOCES-developed	District developed Keyboarding Assessment
Accounting	District, Regional or BOCES-developed	District developed Accounting Assessment
Technology 8	School/BOCES-wide/group/team results based on State	NYS Math 8 Assessment
Spanish 1-3	District, Regional or BOCES-developed	GST BOCES Regional LOTE Assessment - Grade and Level Specific
Home and Career Skills 8	School/BOCES-wide/group/team results based on State	NYS ELA & Math 8 Assessment
Library K-12	School/BOCES-wide/group/team results based on State	NYS ELA 3-8 and ELA Regents Assessments
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	District developed K-1 Grade Specific Skills Assessment
Grades 2-12 Physical Education	District, Regional or BOCES-developed	District developed Grades 2-12 Grade Specific Benchmark Assessments
Special Education K-2	State-approved 3rd party assessment	NWEA MAP Primary Grades
Special Education 3-8	State Assessment	NYS ELA/Math Assessments
Special Education 9-12	State Assessment	NYS Regents Exams
Participation In Government	District, Regional or BOCES-developed	District Developed Participation in Government Assessment
Economics	District, Regional or BOCES-developed	District 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 student performance.

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

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 - Students will be given a pre-test which will allow the SLO goal to be assigned based on a target growth rate of 1/2 to 100. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher SLO, average classroom performance on the pre-test will be the baseline for setting the 1/2 to 100 goal. The HEDI classifications will be based on progress toward meeting the class average 1/2 to 100 goal on the post-assessment.

For Technology 8, Home and Career Skills, Library, Special Education Grades 3-8, Special Education Grades 9-12 An SLO will be developed using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate SLO target for the upcoming Regents exam. Student performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.

For Special Education Grades K-2 Canisteo-Greenwood CSD will be using average Conditional Growth Index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the state SLO selected measures of student growth in ELA and Math in grades K-2. The term “conditional growth index” refers to the student growth outcomes, such as performance on standardized assessments as is the case with the NWEA MAP Assessments and demonstrated in a numerical value based on standard deviations from the average. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13.

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 90% + progress toward 1/2 to 100 Class Average Goal

For Technology 8, Home and Career Skills, Library, Special Education Grades 3-8, Special Education Grades 9-12 80%+ Student Regents Exam Performance Target Met

For Special Education K-2 - Highly Effective: Greater than or equal to .9 standard deviations above average (13)

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 50-89% progress toward 1/2 to 100 Class Average Goal

For Technology 8, Home and Career Skills, Library, Special Education Grades 3-8, Special Education Grades 9-12 55-79% Student Regents Exam Performance Target Met

For Special Education Grades K-2 - Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

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 20-49% progress toward 1/2 to 100 Class Average Goal

For Technology 8, Home and Career Skills, Library, Special Education Grades 3-8, Special Education Grades 9-12 30-54%

Student Regents Exam Performance Target Met

For Special Education Grades K-2 - Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

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 0-19% progress toward 1/2 to 100 Class Average Goal

For Technology 8, Home and Career Skills, Library, Special Education Grades 3-8, Special Education Grades 9-12 0-29% Student Regents Exam Performance Target Met

For Special Education Grades K-2: Ineffective: Less than -2.1 standard deviations below average

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/5364/138579-TXEttx9bQW/HEDI CHARTS.docx>

## 2.12) Locally Developed Controls

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

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

*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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	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, June 19, 2012

Updated Tuesday, August 21, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

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

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Canisteo Greenwood will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in grades 4-8. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Canisteo Greenwood’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.</p> <p>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (10.5)          Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average          Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average          Ineffective: Less than -2.4 standard deviations below average</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point <math>\geq</math> &amp;lt;          14 0.9 1.2          15 1.2</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or</p>

grade/subject.	<p>equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point <math>\geq</math> &amp;lt;</p> <p>8 -0.9 -0.6  9 -0.6 -0.3  10 -0.3 0.0  11 0.0 0.3  12 0.3 0.6  13 0.6 0.9</p>
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Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point <math>\geq</math> &amp;lt;</p> <p>3 -2.4 -2.1  4 -2.1 -1.8  5 -1.8 -1.5  6 -1.5 -1.2  7 -1.2 -0.9</p>
--	--

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point <math>\geq</math> &amp;lt;</p> <p>0 -3.0  1 -3.0 -2.7  2 -2.7 -2.4</p>
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### 3.2) Grades 4-8 Math

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

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

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.

Canisteo-Greenwood CSD will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in grades 4-8. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Canisteo-Greenwood CSD’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories:

- Highly Effective: Greater than or equal to .9 standard deviations above average (10.5)
- Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average
- Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average
- Ineffective: Less than -2.4 standard deviations below average

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
 14 0.9 1.2  
 15 1.2

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in

standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
8 -0.9 -0.6  
9 -0.6 -0.3  
10 -0.3 0.0  
11 0.0 0.3  
12 0.3 0.6  
13 0.6 0.9

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
3 -2.4 -2.1  
4 -2.1 -1.8  
5 -1.8 -1.5  
6 -1.5 -1.2  
7 -1.2 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
0 -3.0  
1 -3.0 -2.7  
2 -2.7 -2.4

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/143983-rhJdBgDruP/HEDI CHARTS FOR GRADES 4-8 ELA-Math Local.docx](#)

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
  
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	NWEA MAP Primary ELA
1	4) State-approved 3rd party assessments	NWEA MAP Primary ELA

2	4) State-approved 3rd party assessments	NWEA MAP Primary ELA
3	4) State-approved 3rd party assessments	NWEA MAP ELA 3

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Canisteo-Greenwood CSD will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in grades K-3. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Canisteo-Greenwood CSD’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.</p> <p>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13)  Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average  Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average  Ineffective: Less than -2.1 standard deviations below average</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>APPR Point <math>\geq</math> &amp;lt;</p>

18 0.9 1.1  
 19 1.1 1.3  
 20 1.3

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
 9 -0.9 -0.7  
 10 -0.7 -0.5  
 11 -0.5 -0.3  
 12 -0.3 -0.1  
 13 -0.1 0.1  
 14 0.1 0.3  
 15 0.3 0.5  
 16 0.5 0.7  
 17 0.7 0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
 3 -2.1 -1.9  
 4 -1.9 -1.7  
 5 -1.7 -1.5  
 6 -1.5 -1.3  
 7 -1.3 -1.1  
 8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
 0 -2.5  
 1 -2.5 -2.3  
 2 -2.3 -2.1

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	NWEA MAP Primary Math
1	4) State-approved 3rd party assessments	NWEA MAP Primary Math

2	4) State-approved 3rd party assessments	NWEA MAP Primary Math
3	4) State-approved 3rd party assessments	NWEA MAP Grade 3 Math

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

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

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

Canisteo-Greenwood CSD will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in grades K-3. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Canisteo-Greenwood CSD’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

- Highly Effective: Greater than or equal to .9 standard deviations above average (13)
- Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average
- Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average
- Ineffective: Less than -2.1 standard deviations below average

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;

18 0.9 1.1  
 19 1.1 1.3  
 20 1.3

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
 9 -0.9 -0.7  
 10 -0.7 -0.5  
 11 -0.5 -0.3  
 12 -0.3 -0.1  
 13 -0.1 0.1  
 14 0.1 0.3  
 15 0.3 0.5  
 16 0.5 0.7  
 17 0.7 0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
 3 -2.1 -1.9  
 4 -1.9 -1.7  
 5 -1.7 -1.5  
 6 -1.5 -1.3  
 7 -1.3 -1.1  
 8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
 0 -2.5  
 1 -2.5 -2.3  
 2 -2.3 -2.1

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	GST BOCES Regional Science 6 Assessment

7	5) District, regional, or BOCES–developed assessments	GST BOCES Regional Science 7 Assessment
8	5) District, regional, or BOCES–developed assessments	GST BOCES Regional Science 8 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.	Students will be given a pre-test which will allow the SLO goal to be assigned based on a target growth rate of 1/2 to 100 for the individual student. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher SLO, the percentage of the teacher’s students meeting their 1/2 to 100 goal on the post-test will be transposed to the HEDI classifications. The pre-test will be the baseline for setting the 1/2 to 100 goal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%+ Students Met Growth Target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% Students Met Growth Target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% Students Met Growth Target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% Students Met Growth Target

### 3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Students will be given a pre-test which will allow the SLO goal to be assigned based on a target growth rate of 1/2 to 100 for the individual student. For example, a student who achieves a 30 on
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3.13, below.	the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher SLO, the percentage of the teacher's students meeting their 1/2 to 100 goal on the post-test will be transposed to the HEDI classifications. The pre-test will be the baseline for setting the 1/2 to 100 goal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%+ Students Met Growth Target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% Students Met Growth Target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% Students Met Growth Target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% Students Met Growth Target

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	GST BOCES Global 1 Assessment
Global 2	1) Change in percentage of student performance level on State assessments	NYS Global Studies Regents Exam
American History	1) Change in percentage of student performance level on State assessments	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.	For Global 1 Students will be given a pre-test which will allow an Achievement Target goal to be assigned based on a target growth rate of 1/2 to 100 for the individual student. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher Achievement Target, the percentage of the teacher's students meeting their 1/2 to 100 goal on the post-test will be transposed to the HEDI classifications.
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The pre-test will be the baseline for setting the 1/2 to 100 goal.

For Global 2 and US History - An Achievement Target will be developed using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate Achievement Target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.

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

For Global 1 80%+ Students Met Growth Target

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 55-79% Students Met Growth Target

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 30-54% Students Met Growth Target

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 0-29% Students Met Growth Target

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	1) Change in percentage of student performance level on State assessments	Living Environment Regents
Earth Science	1) Change in percentage of student performance level on State assessments	Earth Science Regents
Chemistry	1) Change in percentage of student performance level on State assessments	Chemistry Regents
Physics	1) Change in percentage of student performance level on State assessments	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.	An Achievement Target will be developed using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate Achievement Target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	1) Change in percentage of student performance level on State assessments	Integrated Algebra Regents
Geometry	1) Change in percentage of student performance level on State assessments	Geometry Regents
Algebra 2	1) Change in percentage of student performance level on State assessments	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.

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.	An Achievement Target will be developed using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate
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Achievement Target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	GST BOCES Regional ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	GST BOCES Regional ELA 10 Assessment
Grade 11 ELA	1) Change in percentage of student performance level on State assessments	ELA 11 Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	ELA 9 & 10 - Students will be given a pre-test which will allow the Achievement Target goal to be assigned based on a target growth rate of 1/2 to 100 for the individual student. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher Achievement Target, the percentage of the teacher’s students meeting their 1/2 to 100 goal on the post-test will be transposed to the HEDI classifications. The pre-test will be the baseline for setting the 1/2 to 100 goal.
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ELA 11 - An Achievement Target will be developed using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate Achievement Target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.

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 80%+ Students Met Growth Target

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 55-79% Students Met Growth Target

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 - 30-54% Students Met Growth Target

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 - 0-29% Students Met Growth Target

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-8 Art	5) District/regional/BOCES-developed	GST BOCES Regional Grade Specific Art Assessments
Studio Art	5) District/regional/BOCES-developed	GST BOCES Regional Studio Art Assessment
Advanced Art	5) District/regional/BOCES-developed	District developed Advanced Art Assessment
Keyboarding	5) District/regional/BOCES-developed	District developed Keyboarding Assessment
Accounting	5) District/regional/BOCES-developed	District developed Accounting Assessment
Technology 8	7) Student Learning Objectives	District Developed Technology Assessment
Spanish 1-3	5) District/regional/BOCES-developed	GST BOCES Regional Grade Specific LOTE Assessment
Home and Career Skills 8	7) Student Learning Objectives	District Developed HACS Assessment
Library K-12	7) Student Learning Objectives	NYS ELA 3-8 and ELA Regents Assessments
Music K-4	5) District/regional/BOCES-developed	GST BOCES Regional Grade Specific K-4 Music Assessment
Music 5-8	5) District/regional/BOCES-developed	GST BOCES Regional Grade Specific 5-8 Music Assessment
Music 9-12	5) District/regional/BOCES-developed	GST BOCES Regional Grade Specific 9-12 Music Assessment
Grades K-1 Physical Education	5) District/regional/BOCES-developed	District developed Grade Specific K-1 Skills Assessment

Grades 2-12 Physical Education	5) District/regional/BOCES--developed	District developed Grades 2-12 Grade Specific Benchmark Assessments
Special Education K-2	4) State-approved 3rd party	NWEA MAP Primary Grades ELA/Math
Special Education 3-8	4) State-approved 3rd party	NWEA MAP ELA/MATH Grade Specific
Special Education 9-12	1) Change in % of student performance level on State	NYS Regents Exams
Participation In Government	5) District/regional/BOCES--developed	District Developed Participation in Government Assessment
Economics	5) District/regional/BOCES--developed	District Developed Economics 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 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, Technology 8, Home and Career Skills 8, Grades 2-12 Physical Education, Participation in Government, and Economics - Students will be given a pre-test which will allow the Achievement Target goal to be assigned based on a target growth rate of 1/2 to 100. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher Achievement Target, the percentage of the teacher's students meeting their 1/2 to 100 goal on the post-test will be transposed to the HEDI classifications. The pre-test will be the baseline for setting the 1/2 to 100 goal.

For Library, Special Education Grades 3-8, Special Education Grades 9-12 An Achievement Target will be developed using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate Achievement mastery target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.

For Special Education Grades K-2 Canisteo-Greenwood CSD will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in grades K-3. The term "value-added" refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students' socio-economic status

and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Canisteo-Greenwood CSD’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13.

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

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, Technology 8, Home and Career Skills 8, Grades 2-12 Physical Education, Participation in Government, and Economics - 80%+ Students Met Growth Target

For Library, Special Education Grades 3-8, Special Education Grades 9-12 80%+ Students Met Mastery Performance Target

For Special Education Grades K-2 Canisteo-Greenwood CSD Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;

14 0.9 1.2

15 1.2

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

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, Technology 8, Home and Career Skills 8, Grades 2-12 Physical Education, Participation in Government, and Economics - 55-79% Students Met Growth Target

For Library, Special Education Grades 3-8, Special Education Grades 9-12 55-79% Students Met Mastery Performance Target

For Special Education Grades K-2 Canisteo-Greenwood CSD  
Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
8 -0.9 -0.6  
9 -0.6 -0.3  
10 -0.3 0.0  
11 0.0 0.3  
12 0.3 0.6  
13 0.6 0.9

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

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, Technology 8, Home and Career Skills 8, Grades 2-12 Physical Education, Participation in Government, and Economics - 30-54% Students Met  
GrowthTarget

For Library, Special Education Grades 3-8, Special Education Grades 9-12 30-54% Students Met Mastery Performance Target

For Special Education Grades K-2 Canisteo-Greenwood CSD  
Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;  
3 -2.4 -2.1  
4 -2.1 -1.8  
5 -1.8 -1.5  
6 -1.5 -1.2  
7 -1.2 -0.9

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

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, Technology 8, Home and Career Skills 8, Grades 2-12 Physical Education, Participation in Government, and Economics - 0-29% Students Met  
GrowthTarget

For Library, Special Education Grades 3-8, Special Education Grades 9-12 0-29% Students Met Mastery Performance

For Special Education Grades K-2 Canisteo-Greenwood CSD  
Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point  $\geq$  &lt;

0 -3.0

1 -3.0 -2.7

2 -2.7 -2.4

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/5139/143983-y92vNseFa4/HEDI CHARTS FOR All Other Teacher Local.docx*

### 3.14) Locally Developed Controls

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

*Canisteo-Greenwood will include student level demographic variables that are outside of the control of teachers to influence and that add to the predictive power of the value-added models. Typically these variables include race, gender, free/reduced lunch status, English Language Learner status, and Special Education status. These may also include lagged covariates such as attendance and suspension history, if these data become available.*

*Researchers working with value-added models employ a variety of model specifications. The application of these techniques often leads to debate among practitioners and policymakers as to which are the most appropriate for various policy uses. One such debate centers on the inclusion of student-level demographic variables, such as race and socio-economic status. We believe such variables should be included for at least two reasons: technical validity and consequential validity.*

*A model has technical validity when it accurately measures student growth and the impact teachers and schools have on student growth. Models must be able to distinguish between the impacts an educator or institution has on student learning and the impact of external factors, such as socio-economic status. By including student demographic variables in growth models, some of the effect of these outside factors can be quantified separately from the teacher or school's effect. Given that not all the data on factors outside the control of a teacher or school are recorded (such as whether a student has access to a computer at home or the extent to which a student's parents help with her homework), we cannot completely isolate the teacher or school's effect. However, the data that is available moves the model closer to this point, making it more technically valid than models excluding these variables. That said, it is true that not all demographic variables will significantly improve the predictive power of every model, depending on the role these factors play in students' lives in a given district or state. The influence of something like homelessness, for example, could be mitigated through effective anti-homelessness policies.*

*The consequential validity of a model examines whether both the intended and unintended consequences of using the model and its results support the intended use. This intended use is often to make an "apples to apples" comparison of teachers and schools with different student populations. When student-level variables are not included in a value-added model, educators who teach students with characteristics correlated with lower academic growth are penalized for these external factors. For example, a teacher with a large proportion of homeless and low socio-economic status students—subgroups with historically lower academic growth in many places—may appear to be a less effective teacher according to value-added if these variables are excluded. Conversely, a teacher with many high socio-economic status students may appear to be a more effective teacher than she truly is. A model that does not include such demographics would not create a fair comparison between the teachers. Because the goal of value-added models is to make an*

*“apples to apples” comparison of effectiveness, models that do not include student-level demographic variables that influence student growth and achievement are not consequentially valid.*

### 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.

*To combine multiple locally selected measures in courses using the NWEA Value Added model, we will take a population-weighted average of the measures. We will independently calculate value-added measures for each grade and subject area. We then average these measures employing statistical correction for regression to the mean when a teacher teaches multiple subjects or sections. Finally, we assign each teacher to a HEDI category and point based on the distribution of teachers*

*For all other Teachers with more than one locally selected measure, the weighted average of the SLO's 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.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Friday, June 22, 2012

Updated Tuesday, June 26, 2012

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### 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.)

*Marzano's Causal Teacher Evaluation Model*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*No*

If you checked "no" above, fill in the group of teachers covered (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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	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, 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 )

*assets/survey-uploads/5091/144979-2UoxI2HPmn/Form 4\_2\_Points Within Other Measures.docx*

### 4.3) Survey Tools (if applicable)

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

*(No response)*

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

*(No response)*

*(No response)*

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*Non-Tenured Teachers. Non-tenured teachers will receive two formal classroom observations where the 41 elements 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 will be evaluated by portfolio submission to the lead evaluator by the non-tenured teacher. The final 0-60 point score will be computed by assigning a number from the chart found in Appendix C 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. Tenured teachers will receive two (2) targeted classroom observations of two (2) goals aligned with one of the Design Questions selected from the nine (9) Design Questions and 41 elements aligned with Domain 1: Classroom Strategies and*

Behaviors associated with the Marzano Rubric. These goals will be identified through a goal setting conference with the lead evaluator. Design Questions selected for goal setting cannot be repeated until all nine (9) Design Questions have served as a basis for a goal in at least one evaluation cycle, unless mutually agreed upon with the Lead Evaluator. 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. The remaining 58 Rubric elements 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 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 (2012-13 option only). The targeted observation score of 0-50 will be computed by assigning a score of 0-5 for each element aligned with the rubric evaluated in the targeted observation then multiplying the sum of these scores by 5.

*Self-Assessment Procedure – The tenured teacher shall conduct the self-assessment employing iObservation of the remaining 58 elements in the Marzano Rubric not being evaluated through the goal setting procedure. 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 2013-14 and following). In this session the tenured teacher will provide a copy of the self-assessment and discuss self-assigned scores 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. The 0-10 points for the self-assessment will be awarded according to the rubric below:*

*0-2 Points Self-Assessment started but less than 10 elements completed with sufficient rationale/evidence*

*3-5 Points Self-Assessment partially completed with less than 30 elements completed with sufficient rationale/evidence*

*6-8 Points Self-Assessment substantially completed with less than 50 elements completed with sufficient rationale/evidence*

*9-10 Points Self-Assessment Completed with more than 50 elements completed with sufficient rationale/evidence*

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

[assets/survey-uploads/5091/144979-eka9yMJ855/Probationary Teacher Conversion to 60 Point System.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.

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 236-240 will result in a rating of Highly Effective 59-60 points.

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

Effective: Overall performance and results meet NYS Teaching Standards.

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 225-235 will result in a rating of Effective 57-58 points.

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 57-58 will result in a rating of Effective.

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	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 201-223 will result in a rating of Developing 51-56 points.  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 51-56 will result in a rating of Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	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 0-200 will result in a rating of Ineffective 0-50 points.  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 0-50 will result in a rating of Ineffective

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	51-56
Ineffective	0-50

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   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
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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

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	1
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

# 5. Composite Scoring (Teachers)

Created Friday, June 22, 2012

Updated Monday, June 25, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58
Developing	51-56
Ineffective	0-50

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Friday, June 22, 2012

Updated Tuesday, August 21, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/144986-Df0w3Xx5v6/APPR TIP Plan.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:

#### *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.*

*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.*

*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. (See Appeal form attached)*

*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 and Certification of Lead Evaluators and Evaluators

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

*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 training to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training program which will include a minimum of 20 hours of training in 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, June 22, 2012

Updated Tuesday, August 21, 2012

## Page 1

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

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

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

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

K-7
8-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-7	State assessment	Grades 3-7 ELA/Math
8-12	State assessment	Grades 8 ELA/Math; Integrated Algebra Regents; ELA 11 Regents

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	An SLO will be developed using prior performance and demographic data related to students who have taken the Grades 3-8 ELA/Math Assessments and the Integrated Algebra/ELA Regents examinations in prior years alongside the data associated with the incoming cohort to determine an appropriate SLO target for the upcoming Regents exam. Student performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	89% of students or more will meet or exceed their target goal on the summative assessments
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80-88% of students will meet or exceed their target goal on the summative assessments
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	68-79% of students will meet or exceed their target goal on the summative assessments
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	67% or fewer of the students will meet or exceed their target goal on the summative assessments

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.

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*No 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: <a href="http://usny.nysed.gov/rtrt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rtrt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Friday, June 22, 2012  
Updated Monday, June 25, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-7	(b) results for students in specific performance levels	NYS ELA & Math 3-7 Assessments
8-12	(h) students' progress toward graduation	9th/10th grade credit accumulation and the percentage of students who pass 9th and 10th grade regents required subjects, and progress in passing the number of required regents exams for graduation
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For K-7, an analysis will be conducted on current performance levels of students on NYS grades 3-7 ELA and Math assessments providing the goal of increasing assessment performance levels. The performance levels on the state assessments are listed as 1-4, so a targeted number of students will be identified for improving their performance level on Grades 4-7 Math/ELA performance. This percentage of these targeted students to increase their performance level will provide the basis for translation to a 0-15 HEDI score.
---	--

For Grades 8-12, the percentage of students making progress on all three measures of progress toward graduation will serve as the basis for the 0-15 HEDI rating

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For Grades K-7, 90% or greater of the targeted number of students slated to increase performance level will result in a rating of Highly Effective (14-15)

For Grades 8-12, 90% or more students in Grades 9 & 10 met all three measures of progress toward graduation resulting in a Highly Effective rating (14-15)

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For Grades K-7, 80-89% of the targeted number of students slated to increase performance level will result in a rating of Effective (8-13)

For Grades 8-12, 80-89% of students in Grades 9 & 10 met all three measures of progress toward graduation resulting in a Effective rating (8-13)

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For Grades K-7, 65-79% of the targeted number of students slated to increase performance level will result in a rating of Developing (3-7)

For Grades 8-12, 65-79% of students in Grades 9 & 10 met all three measures of progress toward graduation resulting in a Developing rating (3-7)

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

For Grades K-7, 0-64% of the targeted number of students slated to increase performance level will result in a rating of Ineffective (0-2)

For Grades 8-12, 0-64% of students in Grades 9 & 10 met all three measures of progress toward graduation resulting in a Ineffective rating (0-2)

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

*(No response)*

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

[assets/survey-uploads/5366/144994-qBFVOWF7fC/PRINCIPAL LOCAL MEASURES HEDI SCALE.docx](#)

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

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

***Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade***

*configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.*

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades*
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms*

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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

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

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

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

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

*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 Friday, June 22, 2012  
Updated Monday, June 25, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*When conducting the Principal evaluation using the MPPR, the principal will be assessed on a 0-4 point scale for each element of the rubric. The total points from all 48 elements of the rubric on the 0-4 point scale will be added for a total number of points up to 192 (48x4=192). These points will be broken into the 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/5143/144923-pMADJ4gk6R/MPPR Rubric 60 Point Conversion.xlsx](#)

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

Highly Effective: Overall performance and results exceed standards.	Each element of the MPPR rubric will be evaluated on a scale of 0-4. These individual scores for each of the 48 elements will be tallied for a total score of 0-192. A total score of 154-192 will be rated Highly effective.
Effective: Overall performance and results meet standards.	Each element of the MPPR rubric will be evaluated on a scale of 0-4. These individual scores for each of the 48 elements will be tallied for a total score of 0-192. A total score of 122-153 will be rated Effective.
Developing: Overall performance and results need improvement in order to meet standards.	Each element of the MPPR rubric will be evaluated on a scale of 0-4. These individual scores for each of the 48 elements will be tallied for a total score of 0-192. A total score of 72-121 will be rated Developing.
Ineffective: Overall performance and results do not meet standards.	Each element of the MPPR rubric will be evaluated on a scale of 0-4. These individual scores for each of the 48 elements will be tallied for a total score of 0-192. A total score of 0-71 will be rated Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	51-56
Ineffective	0-50

## 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 Friday, June 22, 2012  
Updated Monday, June 25, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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	51-56
Ineffective	0-50

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Friday, June 22, 2012

Updated Tuesday, August 21, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/145060-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:

*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 and Certification of Lead Evaluators and Evaluators

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

### *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 training to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training program which will include a minimum of 20 hours of training in 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

### 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Friday, June 22, 2012

Updated Thursday, August 23, 2012

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/145064-3Uqgn5g9Iu/District Certification CG.pdf](assets/survey-uploads/5581/145064-3Uqgn5g9Iu/District%20Certification%20CG.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.

## HEDI CHARTS

### For K-2 ELA/Math & K-2 SPED Conditional Growth Index HEDI Breakdown Charts:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

(Prompt 2) Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
18	0.9	1.1
19	1.1	1.3
20	1.3	

(Prompt 3) Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1
14	0.1	0.3
15	0.3	0.5
16	0.5	0.7
17	0.7	0.9



**FOR Grade 3 ELA/Math, Grade 8 Science, Algebra 1, Geometry, Algebra 2, Global 2 & US History, Living Environment, Earth Science, Chemistry, Physics Technology 8, Home and Career Skills, Library, Special Education Grades 3-8, Special Education Grades 9-12 State Assessment and Student Regents Exam Performance Target Met HEDI CHART:**

HI. EFFECT.			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%	80%	76%	73%	70%	67%	64%	61-63%	59%	57%	55%	50%	46%	42%	38%	34%	30%	21%	11%	0-10%

## FOR GRADES 4-8 ELA/Math Teachers Local Assessment Measure

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (10.5)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average

Ineffective: Less than -2.4 standard deviations below average

Highly Effective (14-15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	$\geq$	$<$
14	0.9	1.2
15	1.2	

Effective (8-13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	$\geq$	$<$
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0
11	0.0	0.3
12	0.3	0.6
13	0.6	0.9

Developing (3-7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	$\geq$	$<$
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	$\geq$	$<$
0		-3.0
1	-3.0	-2.7
2	-2.7	-2.4



**FOR GRADES K-3 ELA/Math Teachers & K-2 Special Education Local Assessment Measure (0-15 pts.)**

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (10.5)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average

Ineffective: Less than -2.4 standard deviations below average

Highly Effective (14-15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	$\geq$	$<$
14	0.9	1.2
15	1.2	

Effective (8-13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	$\geq$	$<$
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0
11	0.0	0.3
12	0.3	0.6
13	0.6	0.9

Developing (3-7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
0		-3.0
1	-3.0	-2.7
2	-2.7	-2.4

**FOR GRADES K-3 ELA/Math Teachers & K-2 Special Education Local Assessment Measure (0-20 pts.)**

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
18	0.9	1.1
19	1.1	1.3
20	1.3	

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1
14	0.1	0.3
15	0.3	0.5
16	0.5	0.7
17	0.7	0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
0		-2.5
1	-2.5	-2.3
2	-2.3	-2.1

**FOR Grades 6-8 Science, 6-8 Social Studies, Global 1, ELA 9 & 10, 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, Technology 8, Home and Career Skills 8, Grades 2-12 Physical Education, Participation in Government, and Economics FOR ½ to 100 PERCENTAGE OF STUDENTS ATTAINING GROWTH TARGET BREAKDOWN HEDI CHART:**

	HI. EFFECT.			EFFECTIVE									DEVELOPING					INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
94-100%	87%	80%	76%	73%	70%	67%	64%	61-63%	59%	57%	55%	50%	46%	42%	38%	34%	30%	21%	11%	0-10%

**FOR Global 2 & American History, Living Environment, Earth Science, Chemistry, Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, ELA 11, Library, Special Education Grades 3-8, Special Education Grades 9-12 Student mastery performance on the Regents exam HEDI CHART:**

	HI. EFFECT.			EFFECTIVE									DEVELOPING					INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
94-100%	87%	80%	76%	73%	70%	67%	64%	61-63%	59%	57%	55%	50%	46%	42%	38%	34%	30%	21%	11%	0-10%

**PRINCIPAL SLO HEDI BREAKDOWN FOR PERCENT OF STUDENTS MEETING ASSESSMENT TARGETS:**

HI. EFFECT.			EFFECTIVE									DEVELOPING					
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3
97 - 100%	92- 96%	89- 91%	88%	87%	86%	85%	84%	83%	82%	81%	80%	78- 79%	76- 77%	74- 75%	72- 73%	70- 71%	68- 69%

## MPPR Conversion to 60 Point System

<b>Multi-Dimensional Principal Performance Rubric</b>	<b>Total of All Points Earned on Rubric (Raw Scale Score)</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective*</b>
		0-71	72-121	122-153	154-192

points on each rubric if you circled something in each possible row on the entire

<b>Raw Scale Points</b>	<b>Points Out of 60</b>		
192	60		
191	60		
190	60		
189	60		
188	60		
187	60		
186	60		
185	60		
184	60		
183	60		
182	60		
181	60		
180	60		
179	60		
178	60		
177	60		
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12	12		
11	11		
10	10		
9	9		
8	8		
7	7		
6	6		
5	5		
4	4		
3	3		
2	2		
1	1		
0	0		

**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

<b>Marzano TeacherRubric – PROBATIONARY TEACHER CONVERSION</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective*</b>
	121-160	161-220	221--240

51-56

57-58

59-60

Raw Scale Points	Points Out of 60
240	60
239	60
238	60
237	60
236	60
235	60
234	60
233	60
232	60
231	60
230	59
229	59
228	59
227	59
226	59
225	59
224	59
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17	9
16	9
15	8
14	8
13	7
12	7
11	6
10	6
9	5
8	5
7	4
6	4
5	3
4	3
3	2
2	2
1	1
0	

**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 LOCAL MEASURES HEDI SCALE:**

Ineffective	
0	0-10
1	11-37
2	38-64
Developing	
3	65-67
4	68-70
5	71-73
6	74-76
7	77-79
Effective	
8	80
9	81
10	82-83
11	84-85
12	86-87
13	88-89
Highly Effective	
14	90-94
15	95-100

**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 make the following specific certifications with respect to their APPR Plan:**

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

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

**Signatures, dates**

Superintendent Signature: Date: 8/22/12

*Jeffrey A. Falter*

Teachers Union President Signature: Date:

*John Wall* 8/22/12

Administrative Union President Signature: Date:

*Michael C. Wypet* 8.22.12

Board of Education President Signature: Date:

*Michael P. Nibert* 8-23-12