



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

Commissioner of Education  
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January 16, 2015

**Revised**

Loretta Fowler, Superintendent  
Chateaugay Central School District  
P.O. Box 904  
42 River St.  
Chateaugay, NY 12920

Dear Superintendent Fowler:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: Stephen T. Shafer

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, July 24, 2014

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 160801040000

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

160801040000

#### 1.2) School District Name: CHATEAUGAY CSD

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

CHATEAUGAY CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, October 28, 2014

### Page 1

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

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

For core subjects: grade 8 Science, 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 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For teachers in Grades K-2 ELA, a school-wide measure will be used. The school-wide measure will be based on the percentage of students school-wide meeting or exceeding individual growth targets on the listed assessments, and targets will be set by the teacher in collaboration with the principal.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the

traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

For Grade 3 ELA, each teacher, in collaboration with the principal, will establish individual student growth targets using historical baseline data. Each teacher will receive a HEDI score based on each teacher's class roster.

Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses

## 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	For teachers in Grades K-2 Math, a school-wide measure will be used. The school-wide measure will be based on the percentage
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

of students school-wide meeting or exceeding individual growth targets on the listed assessments, and targets will be set by the teacher in collaboration with the principal.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

For Grade 3 Math, each teacher, in collaboration with the principal, will establish individual student growth targets using historical baseline data. Each teacher will receive a HEDI score based on each teacher's class roster.

Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses

## 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	Not applicable	Common Branch
7	School- or BOCES-wide, group or team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The Science Department is currently structured such that the same teacher teaches 7th grade Science, 8th grade Science, and
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

a Regents Science Course. For any given year, the course(s) with the highest enrollment will, therefore, be used to meet the 50% rule. The overall HEDI rating will be determined by weighting each measure proportionally by the number of students and combining them. For each grade level, the following would apply.

For 8th Grade Science, the teacher, in collaboration with the principal, will establish individual student growth targets using historical baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11.

For 7th Grade Science, a school-wide measure will be used. The school-wide measure will be based on the percentage of students school-wide meeting or exceeding individual growth targets on the listed assessments. The teacher in collaboration with the principal will set baseline targets using historical baseline data.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

In the event that the structure of the Science Department changes, the 50% rule will still be applied.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached 2.11 chart for all courses

## 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	Not applicable	Common Branch
7	School- or BOCES-wide, group or team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered
8	School- or BOCES-wide, group or team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

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

The Social Studies Department is currently structured such that the same teacher teaches 7th grade Social Studies, 8th grade Social Studies, and a High School Social Studies Course. For any given year, the course(s) with the highest enrollment will, therefore, be used to meet the 50% rule. The overall HEDI rating will be determined by weighting and combining each measure proportionally by the number of students. For each grade level, the following would apply.

For 7th and 8th Grade Social Studies, a school-wide measure will be used. The school-wide measure will be based on the percentage of students school-wide meeting or exceeding individual growth targets on the listed assessments. The teacher in collaboration with the principal will set baseline targets using historical baseline data.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

In the event that the structure of the Social Studies Department changes, the 50% rule will still be applied.

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

See attached 2.11 chart for all courses

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

See attached 2.11 chart for all courses

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

See attached 2.11 chart for all courses

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

See attached 2.11 chart for all courses

## 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	School-/BOCES-wide group/team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered

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

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

<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 Global 1, a school-wide measure will be used. The school-wide measure will be based on the percentage of students school-wide meeting or exceeding individual growth targets on the listed assessments, and targets will be set by the teacher in collaboration with the principal.</p> <p>For Global 2 and American History, each teacher will receive a HEDI score based on each teacher's class roster. The teacher, in collaboration with the principal, will establish individual student growth targets using historical baseline data.</p> <p>Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.</p> <p>Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See attached 2.11 chart for all courses</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See attached 2.11 chart for all courses</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See attached 2.11 chart for all courses</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See attached 2.11 chart for all courses</p>

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The teacher in collaboration with the principal will establish individual student growth targets using historical baseline data.</p> <p>Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11.</p> <p>Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached 2.11 chart for all courses
Effective (9 - 17 points) Results meet District goals for similar students.	See attached 2.11 chart for all courses
Developing (3 - 8 points) Results are below District goals for similar students.	See attached 2.11 chart for all courses
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached 2.11 chart for all courses

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	The teacher, in collaboration with the principal, will establish individual student growth targets using historical baseline data.
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2.11, below.	Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11.
	Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached 2.11 chart for all courses
Effective (9 - 17 points) Results meet District goals for similar students.	See attached 2.11 chart for all courses
Developing (3 - 8 points) Results are below District goals for similar students.	See attached 2.11 chart for all courses
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached 2.11 chart for all courses

## 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	School-/BOCES-wide group/team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered
Grade 11 ELA	Regents assessment	NYS English Regents exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the teachers in Grade 9 and Grade 10, a school-wide measure will be used. The school-wide measure will be based on the percentage of students school-wide meeting or exceeding individual growth targets on the listed assessments, and targets will be set by the teacher in collaboration with the principal.
	Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the

traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

For Grade 11 ELA, the teacher, in collaboration with the principal, will establish individual student growth targets using historical baseline data. The teacher will receive a HEDI score based on the class roster.

Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached 2.11 chart for all courses
Effective (9 - 17 points) Results meet District goals for similar students.	See attached 2.11 chart for all courses
Developing (3 - 8 points) Results are below District goals for similar students.	See attached 2.11 chart for all courses
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached 2.11 chart for all courses

## 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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All other teachers in courses not listed above	School/BOCES-wide/group/team results based on State	NYS Grades 3-8 Assessments in ELA, Math, and Grades 4 and 8 Science, and all NYS Regent's Exams Administered
All teachers of Grades 4-8 ELA and Math who do not receive a State-Provided Growth Score	State Assessment	Grades 4-8 NYS ELA and Math Assessments (back up)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All other teachers not mentioned above (in Task 2) will use a school-wide measure based on the NYS grades 3-8 ELA, Math, and Science Assessments, and all Regents administered. The school-wide measure will be based on the percentage of students
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school-wide meeting or exceeding individual growth targets on the listed assessments, and targets will be set by the teacher in collaboration with the principal.

Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0 - 20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

For ELA and Math teachers of Grades 4-8, in the event that they do not receive a State-Provided Growth Score, the State Assessment applicable to their course(s) will be used. In such cases, each teacher, in collaboration with the principal, will establish individual student growth targets using historical baseline data. Each teacher will receive a HEDI score based on each teacher's class roster.

Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached 2.11 chart for all courses
Effective (9 - 17 points) Results meet District goals for similar students.	See attached 2.11 chart for all courses
Developing (3 - 8 points) Results are below District goals for similar students.	See attached 2.11 chart for all courses
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached 2.11 chart for all courses

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1474698-TXEttx9bQW/Attachment 2.11 - 2014-2015 CCS HEDI Scale for State Growth Score.doc

## 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

None

## 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://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</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
2.14) Assurances	Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances	Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, December 30, 2014

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
5	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
6	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
7	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
8	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.  Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as
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follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.

For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation. If a value added model is not approved by the Board of Regents, a 20 point model will be used. (see 3.4)

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 7.5 / \text{total } \# \text{ students tested})$

Total score of 14-15 is highly effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 7.5 / \text{total } \# \text{ students tested})$

Total score of 8-13 is effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 7.5 / \text{total } \# \text{ students tested})$

Total score of 3-7 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 7.5 / \text{total } \# \text{ students tested})$

Total score of 0-2 is ineffective

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
5	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
6	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
7	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
8	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.</p> <p>Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.</p> <p>For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation. If a value added model is not approved by the Board of Regents, a 20 point model will be used. (see 3.4)</p> <p>Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.</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>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:  <math>((\#students\ scoring\ 2,3,4 + (\#students\ scoring\ 3,4)) \times 7.5) / total\ \#students\ tested</math></p> <p>Total score of 14-15 is highly effective</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:</p>

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$((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 7.5 / \text{total } \# \text{ students tested})$

Total score of 8-13 is effective

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

The locally developed achievement measure will be scored as follows:

Calculation:

$((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 7.5 / \text{total } \# \text{ students tested})$

Total score of 3-7 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:

$((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 7.5 / \text{total } \# \text{ students tested})$

Total score of 0-2 is ineffective

### 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.

(No response)

## 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

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

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

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
1	6(ii) School-wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
2	6(ii) School-wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
3	6(ii) School-wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

<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>A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.</p> <p>Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.</p> <p>For all 3-8 exams, the existing 1-4 scoring methodology will be</p>
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used for the calculation.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 18-20 is highly effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 9-17 is effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 3-8 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 0-2 is ineffective

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

1	6(ii) School-wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
2	6(ii) School-wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
3	6(ii) School-wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

<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>A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.</p> <p>Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.</p> <p>For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.</p> <p>Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.</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>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:  <math>((\#students \text{ scoring } 2,3,4+(\#students \text{ scoring } 3,4)) \times 10/\text{total } \# \text{ students tested})</math></p> <p>Total score of 18-20 is highly effective</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:  <math>((\#students \text{ scoring } 2,3,4+(\#students \text{ scoring } 3,4)) \times 10/\text{total } \# \text{ students tested})</math></p> <p>Total score of 9-17 is effective</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:  <math>((\#students \text{ scoring } 2,3,4+(\#students \text{ scoring } 3,4)) \times 10/\text{total } \# \text{ students tested})</math></p>

students tested

Total score of 3-8 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:

$((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 0-2 is ineffective

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
7	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
8	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.

Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.

For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

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

The locally developed achievement measure will be scored as follows:

Calculation:  

$$\left(\frac{\text{\#students scoring 2,3,4} + (\text{\#students scoring 3,4})}{\text{total \# students tested}}\right) \times 10$$

Total score of 18-20 is highly effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  

$$\left(\frac{\text{\#students scoring 2,3,4} + (\text{\#students scoring 3,4})}{\text{total \# students tested}}\right) \times 10$$

Total score of 9-17 is effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  

$$\left(\frac{\text{\#students scoring 2,3,4} + (\text{\#students scoring 3,4})}{\text{total \# students tested}}\right) \times 10$$

Total score of 3-8 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:  

$$\left(\frac{\text{\#students scoring 2,3,4} + (\text{\#students scoring 3,4})}{\text{total \# students tested}}\right) \times 10$$

Total score of 0-2 is ineffective

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
7	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
8	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

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

A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.

3.13, below.

Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.

For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 18-20 is highly effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 9-17 is effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 3-8 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 0-2 is ineffective

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
Global 2	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
American History	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

<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>A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.</p> <p>Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.</p> <p>For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.</p> <p>Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.</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>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:  <math>((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})</math></p> <p>Total score of 18-20 is highly effective</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:  <math>((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})</math></p> <p>Total score of 9-17 is effective</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>The locally developed achievement measure will be scored as follows:</p>

grade/subject.

Calculation:  
((#students scoring 2,3,4+ (#students scoring 3,4)) X 10/total # students tested

Total score of 3-8 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:  
((#students scoring 2,3,4+ (#students scoring 3,4)) X 10/total # students tested

Total score of 0-2 is ineffective

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
Earth Science	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
Chemistry	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
Physics	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

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

A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.

Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.

For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.

Beginning in the 2014-2015 school year, in all courses where

allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

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

The locally developed achievement measure will be scored as follows:

Calculation:  

$$\left(\frac{\text{\#students scoring 2,3,4} + (\text{\#students scoring 3,4})}{\text{total \# students tested}}\right) \times 10$$

Total score of 18-20 is highly effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  

$$\left(\frac{\text{\#students scoring 2,3,4} + (\text{\#students scoring 3,4})}{\text{total \# students tested}}\right) \times 10$$

Total score of 9-17 is effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  

$$\left(\frac{\text{\#students scoring 2,3,4} + (\text{\#students scoring 3,4})}{\text{total \# students tested}}\right) \times 10$$

Total score of 3-8 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:  

$$\left(\frac{\text{\#students scoring 2,3,4} + (\text{\#students scoring 3,4})}{\text{total \# students tested}}\right) \times 10$$

Total score of 0-2 is ineffective

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
Geometry	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
Algebra 2	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

<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>A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.</p> <p>Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.</p> <p>For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.</p> <p>Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.</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>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:  <math>((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})</math></p> <p>Total score of 18-20 is highly effective</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:  <math>((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})</math></p> <p>Total score of 9-17 is effective</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed achievement measure will be scored as follows:</p> <p>Calculation:  <math>((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})</math></p> <p>Total score of 3-8 is developing</p>

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

The locally developed achievement measure will be scored as follows:

Calculation:  

$$\left( \frac{\text{\#students scoring 2,3,4} + (\text{\#students scoring 3,4})}{\text{total \# students tested}} \right) \times 10$$

Total score of 0-2 is ineffective

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

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

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

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

A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.

Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.

For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams

will be administered.

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 18-20 is highly effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 9-17 is effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 3-8 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 0-2 is ineffective

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All teachers not listed above	6(ii) School wide measure computed locally	All NYS State Grade 3-8 Assessments and All Regents Exams

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

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

A scoring model that takes into account all state testing in the district will be calculated and applied to all district teachers.

Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.

For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 18-20 is highly effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 9-17 is effective

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 3-8 is developing

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

The locally developed achievement measure will be scored as follows:

Calculation:  
 $((\# \text{students scoring } 2,3,4 + (\# \text{students scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested})$

Total score of 0-2 is ineffective

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

(No response)

### 3.13) HEDI Tables or Graphics

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

(No response)

### 3.14) Locally Developed Controls

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

None

### 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.

N/A based on the district-wide measure that is currently being used.

### 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

3.16) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, September 29, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric   Rubric	NYSUT Teacher Practice Rubric
---------------------------------------	-------------------------------

Second Rubric, if applicable	(No response)
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### 4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
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	20

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

Each teacher will receive a final average score organized through the NYSUT Teacher Evaluation and Development System.

The process for calculating the score is as follows:

All standards observed during observations will be graded on a 1-4 scale with the final observation score being an average, rounded to the nearest thousandth, of all graded observation standards.

All standards observed through a review of teaching artifacts will be graded on a 1-4 scale with the final artifact score being an average, rounded to the nearest thousandth, of all graded artifact standards.

The final score will be calculated by averaging the final observation score with the final artifact score. The observation score shall be weighted on 40/60th basis while the artifact score shall be weighted on a 20/60th basis.

The final average score will be a number between 1 and 4 and rounded to the nearest thousandth. This final average score will then be

converted to a 0-60 point scale according to the attached chart.

Notes related to the attached chart:

1. The total average rubric scores listed on the left side of the chart represent the lowest possible decimal that can be applied to each corresponding 0-60 score on the right side of the chart. For example, a rubric score of 1.008 would equal a composite score of 1 while a 1.007 would equal a 0.

2. While the attached chart includes numbers in the 0-60 range that include decimals, the district understands that the composite score must be reported as a whole number and will therefore use rounding rules. In no case will a rounding result in a teacher moving between HEDI bands.

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/5091/192192-eka9yMJ855/60% Other Conversion Chart.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Rubric score of 3.5-4.0
Effective: Overall performance and results meet NYS Teaching Standards.	Rubric score of 2.5-3.4
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Rubric Score of 1.5-2.4
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Rubric Score of 1.0-1.4

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
-

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

---

- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, October 28, 2014

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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.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

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

Overall  
Composite Score

Highly Effective  
18-20  
18-20  
Ranges determined locally--see below  
91-100

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, December 30, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/192245-Df0w3Xx5v6/TIP Form.pdf](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Note: Teachers can appeal only on grounds permitted by Education Law 3012-c. Any teacher who receives a final rating of ineffective or developing may appeal using the process below.

The following timelines will be strictly adhered to unless extended by mutual agreement. If extended, every effort will be made to ensure that extensions will be timely and expeditious consistent with Education Law 3012-c. Failure of the petitioner to meet a timeline

will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

#### Level 1 - Evaluator

a. (Informal) Following a rating of ineffective or developing, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues. In order to ensure that this process is timely and expeditious, an informal follow-up may be scheduled up to the last date of which a formal appeal can be filed as outlined below.

b. (Formal) Any appeal must be submitted to the evaluator in writing no later than five (5) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within five (5) school days of issuance or of the time when the teacher knew or should have known of an alleged implementation breach of such plan.

c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

d. Within five (5) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President, shall receive copies of the response and any and all additional information submitted with the response.

#### Level 2 - Superintendent

a. Within five (5) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the Superintendent of Schools, or the Superintendent's designee. The Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator's response.

b. Within five (5) school days of receipt of the teacher's appeal, the Superintendent or designee will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.

c. Within five (5) school days of the Superintendent hearing, the Superintendent or designee will issue a written determination to the teacher, the Teachers' Association President, and the evaluator.

#### Level 3 - Panel

a. Within five (5) school days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel comprised of two (2) teacher representatives and two (2) administration representatives. The panel will be provided the entire appeals record; however, any information identifying the appellant or the appellant's district, evaluator or superintendent will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.

b. Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals on developing ratings. Appeals of ineffective ratings and split decisions on an appeal of a developing rating will proceed to level 4 below.

#### Level 4 - Superintendent

a. Within five (5) school days of receipt of the Level 3 recommendation for resolution, the Superintendent of Schools or designee will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the appellant, to the Teachers' Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated.

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

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

The CCS Board of Education will ensure that the building principals and superintendent have been trained and certified in accordance with regulation. The district will utilize the FEH BOCES Network Team Evaluator/Lead Evaluator training in accordance with SED procedures and processes. The initial training for Lead Evaluators will be no less than 18 hours. Recertification training (for those already certified) will be no less than 6 hours.

Lead Evaluator training will include training on:

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

Upon completion of the initial year-long training, the building principals and superintendent will be certified as lead evaluators. Said administrators will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the FEH BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that the principals and superintendent participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The FEH BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training provided by the FEH BOCES will include specific training and calibration on inter-rater reliability from the Duffy Miller Group. The Duffy Miller Group will be utilized thereafter by the FEH BOCES to provide additional calibration training to the principals and superintendent as needed, to increase the overall calibration of the group or to provide additional instruction as necessary.

## 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	Checked
---	---------

linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

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

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

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

Created Tuesday, April 30, 2013

Updated Monday, January 12, 2015

## Page 1

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

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

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

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

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

PK-6
7-12

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists  
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms  
 List of State-approved 3<sup>rd</sup> party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

School or Program Type	SLO with Assessment Option	Name of the Assessment
PK-6	State assessment	All NYS State Grade 4-6 Assessments
7-12	State assessment	All NYS State Grade 7-8 Assessments and All Applicable Regents Exams

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	If the State provides growth scores for the grades PK-6 principal or 7-12 principal, and such scores represent less than 30% of the students supervised by that principal, a school-wide measure will be used. The school-wide measure will be based on the percentage of students school-wide meeting or exceeding individual growth targets on the listed assessments. The
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State-Provided scores will be weighted proportionally with the SLO results for the final HEDI score for principals.

Beginning in the 2014-2015 school year, in all courses where allowable and applicable, the district will administer both the traditional NYS Regents Exams and the new Common Core Regents Exams. For each student, as allowed by SED, the higher of the two scores will be used in the calculation. When no longer allowable, the 2005 Standards Regents Exams will not be administered and only the Common Core Regents Exams will be administered.

Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 7.3. For SLOs, based on historical data, the principal in collaboration with the superintendent will set growth targets for each student.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached 7.3 chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached 7.3 chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached 7.3 chart.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached 7.3 chart.

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

assets/survey-uploads/12156/1474703-lha0DogRNw/Attachment 7.3 - 2014-2015 CCS HEDI Scale for State Growth Score.doc

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

N/A

## 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://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</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
7.6) Assurances -- Comparable Growth Measures   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, December 30, 2014

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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.

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
PK-6	(d) measures used by district for teacher evaluation	All NYS Grade 3-8 Assessments and All Regents Exams
7-12	(d) measures used by district for teacher evaluation	All NYS Grade 3-8 Assessments and All Regents Exams

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>A scoring model that takes into account all state testing in the district will be calculated and applied to all district principals.</p> <p>Since all Regents exams are scored on a 0-100 scale, they will be converted to a 1-4 scale for the purpose of this calculation as follows: Below 55 = 1; 55-64 = 2; 65-84=3; 85-100 = 4. (Note that although the Common Core Regents convert to a 1-5 rating, for calculation purposes, a 1-4 scale is being used as described above.) Normal rounding rules will apply.</p> <p>For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.</p> <p>If a value added model is not approved by the Board of Regents, a 20 point model will be used by multiplying by 10 rather than 7.5 as outlined in the formulas below.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed achievement measure will be scored as follows:</p>

---

0-54, level 1  
55-64, level 2  
65-84, level 3  
85-100, level 4  
Calculation:  
 $((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 7.5 / total\ \#$   
students tested  
Total score of 14-15 is highly effective

---

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

The locally developed achievement measure will be scored as follows:

0-54, level 1  
55-64, level 2  
65-84, level 3  
85-100, level 4  
Calculation:  
 $((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 7.5 / total\ \#$   
students tested  
Total score of 8-13 is effective

---

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

The locally developed achievement measure will be scored as follows:

0-54, level 1  
55-64, level 2  
65-84, level 3  
85-100, level 4  
Calculation:  
 $((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 7.5 / total\ \#$   
students tested  
Total score of 3-7 is developing

---

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

The locally developed achievement measure will be scored as follows:

0-54, level 1  
55-64, level 2  
65-84, level 3  
85-100, level 4  
Calculation:  
 $((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 7.5 / total\ \#$   
students tested  
Total score of 0-2 is ineffective

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

(No response)

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

(No response)

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

**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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
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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 assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check

8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, October 28, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric   Rubric	Vanderbilt Assessment of Leadership in Education (VAL-ED)
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

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

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

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

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

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The superintendent will complete a VAL-ED Superintendent Survey. This survey is completed in part using data collected from the Principal Observations (as outlined in 9.8) and is based on the Key Processes and Core Components of the VAL-ED Framework (as outlined by VAL-ED).

The principal will complete a VAL-ED Principal Survey. This survey is based on the Key Processes and Core Components of the VAL-ED Framework (as outlined by VAL-ED).

Each component will be scored 1-5 holistically based on all of the evidence gathered across multiple observations. The 1-5 component scores will then be averaged together into a final VAL-ED score which will be converted to a 0-60 scale using the attached chart.

The VAL-ED rubric is scored based on the following bands:

- 1.00-3.28=Ineffective
- 3.29-3.59=Developing
- 3.60-3.99=Effective
- 4.00-5.00=Highly Effective

The values listed are the minimum necessary in order to achieve the corresponding HEDI score. Standard rounding rules will apply, but in no case will rounding result in a principal moving between HEDI bands.

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/5143/202315-pMADJ4gk6R/Principal's Val-Ed Conversion Chart.pdf>

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

Highly Effective: Overall performance and results exceed standards.	A score is calculated using the 1-5 Val-Ed Rubric and then converted to a 60 point scale using a formula. (See attached conversion chart)  A score of 54-60 is highly effective.
Effective: Overall performance and results meet standards.	A score is calculated using the 1-5 Val-Ed Rubric and then converted to a 60 point scale using a formula. (See attached conversion chart)  A score of 46-53 is effective.
Developing: Overall performance and results need improvement in order to meet standards.	A score is calculated using the 1-5 Val-Ed Rubric and then converted to a 60 point scale using a formula. (See attached conversion chart)  A score of 39-45 is developing.
Ineffective: Overall performance and results do not meet standards.	A score is calculated using the 1-5 Val-Ed Rubric and then converted to a 60 point scale using a formula. (See attached conversion chart)  A score of 0-38 is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	46-53
Developing	39-45
Ineffective	0-38

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, July 24, 2014

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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.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	54-60
Effective	46-53
Developing	39-45
Ineffective	0-38

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

Where Value-Added growth measure applies  
Growth or Comparable Measures  
Locally-selected Measures of  
growth or achievement  
Other Measures of Effectiveness  
(60 points)

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, January 12, 2015

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/202354-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN WORKSHEET\\_2.pdf](#)

### 11.3) Appeals Process

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

- (1) the substance of the annual professional performance review
  
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
  
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

**APPEAL PROCESS**  
Principals can only appeal on grounds permitted by education law 3012-c.  
The following appeal process would be available to principals who receive an ineffective rating as follows:

Level 1:

Following an ineffective rating, the principal shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the superintendent any and all issues related to the evaluation rating. A request for a meeting shall be submitted in writing and a meeting should be scheduled at a mutually agreeable time within 10 school days of when the principal is in receipt of the composite score. The parties have the ability to present oral and/or written statements supplementing their position. The written response of the superintendent shall be submitted to the principal within 5 school days of the meeting. All timelines outlined above will be strictly adhered to in order to ensure that they are timely and expeditious in accordance with education law 3012-c.

Level 2:

If the principal is not satisfied that the matter has been resolved to his/her satisfaction, within 5 school days following the receipt of the decision of the superintendent, the principal may request a meeting with a designee mutually agreed upon by the superintendent and board of education (designee). A request for a meeting shall be submitted in writing and a meeting should be scheduled at a mutually agreeable time within 5 school days of the date of request. The parties have the ability to present oral and/or written statements supplementing their position. The written response of the designee shall be submitted to the principal and superintendent/board within 5 school days of the meeting. All timelines outlined above will be strictly adhered to in order to ensure that they are timely and expeditious in accordance with education law 3012-c.

The decision of the designee shall be final and binding.

Note: The entire appeal process will be timely and expeditious in accordance with education law 3012-c.

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

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

The CCS Board of Education will ensure that the building principals and superintendent have been trained and certified in accordance with regulation. The district will utilize the FEH BOCES Network Team evaluator/lead evaluator training in accordance with SED procedures and processes. The training will occur throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related Junctions, 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;
  - 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher's or principal's practice;
  - 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
  - 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
  - 7) Use of the Statewide Instructional Reporting System;
  - 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
  - 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.
- Upon completion of the initial year-long training, the building principals and superintendent will be certified as lead evaluators. The superintendent, being responsible for principal evaluations, will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the FEH BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up

training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that the principals and superintendent participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the principal performance evaluation process. The FEH BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training provided by the FEH BOCES will include specific training and calibration on inter-rater reliability from the Duffy Miller Group. The Duffy Miller Group will be utilized thereafter by the FEH BOCES to provide additional calibration training to the principals and superintendent as needed, to increase the overall calibration of the group or to provide additional instruction as necessary.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
---	---------

11.6) Assurances -- Principals   Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness	Checked
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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.	
11.6) Assurances -- Principals   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, January 14, 2015

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

<assets/survey-uploads/12158/1474708-3Uqgn5g9Iu/APPR 1-14-15.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.

## Attachment 2.11 – HEDI Chart – 20 Points - State Growth – Chateaugay Central School

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100%	76-90%	61-75%	60%	59%	58%	56-57%	55%	52-54%	48-51%	44-47%	40-43%	37-39%	34-36%	31-33%	28-30%	24-27%	20-23%	15-19%	10-14%	0-9%

### HEDI Scale for State SLO Calculation

Highly Effective (18-20 points)	91-100%	20
	76-90%	19
	61-75%	18
Effective (9-17 points)	60%	17
	59%	16
	58%	15
	56-57%	14
	55%	13
	52-54%	12
	48-51%	11
	44-47%	10
	40-43%	9
Developing (3-8 Points)	37-39%	8
	34-36%	7
	31-33%	6
	28-30%	5
	24-27%	4
Ineffective (0-2 points)	20-23%	3
	15-19%	2
	10-14%	1
	0-9%	0

#### STATE-Growth (Based on Historical Data):

The STATE-Growth Measure uses the percentage of students who were proficient on the State Assessments in the previous year as a baseline.

(Calculations are based on the 3-8 Assessments for ELA and Math, the 4/8 Science Assessments, and all of the Regents Assessments.)

For all 3-8 Assessments, 3s and 4s are considered to be proficient.

For the Regents Exams, 3s, 4s, and 5s (as applicable) are considered to be proficient.

**ADDENDUM B**  
**CONVERSION CHART – 60% OTHER MEASURES**

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

1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)



## Attachment 7.3 – HEDI Chart – 20 Points - State Growth – Chateaugay Central School

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100%	76-90%	61-75%	60%	59%	58%	56-57%	55%	52-54%	48-51%	44-47%	40-43%	37-39%	34-36%	31-33%	28-30%	24-27%	20-23%	15-19%	10-14%	0-9%

### HEDI Scale for State SLO Calculation

Highly Effective (18-20 points)	91-100%	20
	76-90%	19
	61-75%	18
Effective (9-17 points)	60%	17
	59%	16
	58%	15
	56-57%	14
	55%	13
	52-54%	12
	48-51%	11
	44-47%	10
Developing (3-8 Points)	40-43%	9
	37-39%	8
	34-36%	7
	31-33%	6
	28-30%	5
Ineffective (0-2 points)	24-27%	4
	20-23%	3
	15-19%	2
	10-14%	1
	0-9%	0

#### STATE-Growth (Based on Historical Baseline Data):

The STATE-Growth Measure uses the percentage of students who were proficient on the State Assessments in the previous year as a baseline.

(Calculations are based on the 3-8 Assessments for ELA and Math, the 4/8 Science Assessments, and all of the Regents Assessments.)

For all 3-8 Assessments, 3s and 4s are considered to be proficient.

For the Regents Exams, 3s, 4s, and 5s (as applicable) are considered to be proficient.

**Chateaugay Central School Principal Rubric Conversion Chart  
for the Val-Ed Rubric**

Val-Ed Score	0-60 Conversion	% Score	
<b>1.00</b>	0	0%	
1.06	1	2%	
1.12	2	3%	
1.18	3	5%	
1.24	4	7%	
1.30	5	8%	
1.36	6	10%	
1.42	7	12%	
1.48	8	13%	
1.54	9	15%	
1.60	10	17%	
1.66	11	18%	
1.72	12	20%	
1.78	13	22%	
1.84	14	23%	
1.90	15	25%	<b>Scores in this range are considered to be ineffective on the HEDI scale.</b> For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.
1.96	16	27%	
2.02	17	28%	
2.08	18	30%	
2.14	19	32%	
2.20	20	33%	
2.26	21	35%	
2.32	22	37%	
2.38	23	38%	
2.44	24	40%	
2.50	25	42%	
2.56	26	43%	
2.62	27	45%	
2.68	28	47%	
2.74	29	48%	
2.80	30	50%	
2.86	31	52%	
2.92	32	53%	
2.98	33	55%	
3.04	34	57%	
3.10	35	58%	
3.16	36	60%	
3.22	37	62%	
<b>3.28</b>	38	63%	

**Chateaugay Central School Principal Rubric Conversion Chart  
for the Val-Ed Rubric**

<b>Val-Ed Score</b>	<b>0-60 Conversion</b>	<b>% Score</b>	
<b>3.29</b>	39	65%	<b>Scores in this range are considered to be Developing on the HEDI scale.</b> For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.
3.34	40	67%	
3.39	41	68%	
3.44	42	70%	
3.49	43	72%	
3.54	44	73%	
<b>3.59</b>	45	75%	<b>Scores in this range are considered to be Effective on the HEDI scale.</b> For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.
<b>3.60</b>	46	77%	
3.66	47	78%	
3.71	48	80%	
3.77	49	82%	
3.82	50	83%	
3.88	51	85%	
3.93	52	87%	
<b>3.99</b>	53	88%	
<b>4.00</b>	54	90%	
4.17	55	92%	<b>Scores in this range are considered to be Highly Effective on the HEDI scale.</b> For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.
4.33	56	93%	
4.50	57	95%	
4.67	58	97%	
4.83	59	98%	
<b>5.00</b>	60	100%	

**The Val-Ed rubric correlates to the HEDI scale as follows:**

<b>1.00-3.28 = Ineffective</b>	<b>0-38 on 60 point scale</b>
<b>3.29-3.59 = Developing</b>	<b>39-45 on 60 point scale</b>
<b>3.60-3.99 = Effective</b>	<b>46-53 on 60 point scale</b>
<b>4.00-5.00 - Highly Effective</b>	<b>54-60 on 60 point scale</b>

**For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.**

**PRINCIPAL IMPROVEMENT PLAN WORKSHEET**  
 (To be completed jointly by administrator/supervisor)

Name \_\_\_\_\_ Bldg. \_\_\_\_\_ Gr./Subj. \_\_\_\_\_ Date \_\_\_\_\_

Area(s) Needing Improvement/Desired Outcome	Action Steps (Provide Detailed Description)	Support/Resources Provided	Who is Responsible Principal Responsibilities Admin/Supervisor Responsibilities	Benchmarks/Checkpoints Evaluation Dates

**Administrator's Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
 Administrator's Signature Date

**PRINCIPAL IMPROVEMENT PLAN EVALUATION SHEET**

Name \_\_\_\_\_ Bldg. \_\_\_\_\_ Gr./Subj. \_\_\_\_\_ Evaluation Date \_\_\_\_\_

Area(s) Needing Improvement/Desired Outcomes	Action Steps Completed	Support/Resources Provided	Satisfactory Progress? (Provide comment for Justification)	Area Satisfied?

Principal's Comments: \_\_\_\_\_

\_\_\_\_\_

Administrator's Comments/Recommendations: \_\_\_\_\_

\_\_\_\_\_

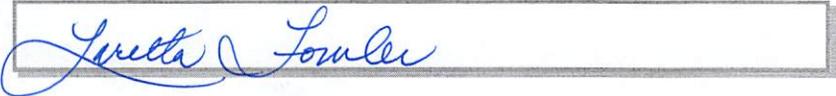
\_\_\_\_\_  
Administrator's Signature                      Date

**\*\*Principal Improvement Plans will be given to all principals who have a composite rating of "Developing" or "Ineffective" in accordance with Ed. Law 3012-c**

**For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:**

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature:      Date: 1/12/15

A rectangular box containing a handwritten signature in blue ink that reads "Loretta Fowler".

- 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature: Date: 1/12/15

*Leatha Fowler*

Teachers Union President Signature: Date: 1/12/15

*Kent M. Whith*

Administrative Union President Signature: Date: 1/12/15

*Lori Tourville*

Board of Education President Signature: Date: 1/12/15

*Susan Jones-King*

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

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

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

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

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

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

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