



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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December 7, 2012

Dale Breault, Superintendent
Chateaugay Central School District
P.O. Box 904
Chateaugay, NY 12920

Dear Superintendent Breault:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Stephen T. Shafer

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 22, 2012

Updated Wednesday, November 28, 2012

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Disclaimers

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

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

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, July 30, 2012

Updated Friday, November 30, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached 2.11 chart for all courses
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
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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	N/A
7	Not applicable	N/A

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached 2.11 chart for all courses
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	N/A
7	Not applicable	N/A
8	District, regional or BOCES-developed assessment	Chateaugay Central School Locally Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached 2.11 chart for all courses
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached 2.11 chart for all courses
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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	Not applicable	N/A

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached 2.11 chart for all courses
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached 2.11 chart for all courses
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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

2.7) 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	Not applicable	Not applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached 2.11 chart for all courses
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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	District, regional or BOCES-developed assessment	Chateaugay Central School Locally Developed Grade 9 ELA Assessment
Grade 10 ELA	Not applicable	N/A
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 student performance.

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

Course(s) or Subject(s)	Option	Assessment
ELA - Reading AIS, Kindergarten	State-approved 3rd party assessment	AIMSWEB
ELA - Reading AIS, First Grade	State-approved 3rd party assessment	AIMSWEB
ELA - SPED, Kindergarten	State-approved 3rd party assessment	AIMSWEB
Elem PE, K, 2, 4	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Elementary Grades K, 2, and 4 PE Assessments
Elem Visual Arts, K, 1, 2, 3	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Elementary Grades K, 1,2,3 Visual Arts Assessment
Math - SPED, 2nd Grade	State-approved 3rd party assessment	AIMSWEB
Spanish 7, II, III, IV	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Grades 7, 9, 10, and 11 Spanish Assessments
French IA, IB, II	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Grades 7, 8, and 9 French Assessments

Health and Parenting	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Health and Parenting Assessment
Psychology	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Psychology Assessment
9-12 Boys' PE	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed HS Grades 9-12 PE Assessments
9-12 Girls' PE	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed HS Grades 9-12 PE Assessments
Middle Level Resource	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed SPED Assessment
HS Resource 1	State Assessment	US History Regents
HS Resource 2	State Assessment	English Regents
Remedial Reading	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed SPED Assessment
JR SR Band	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Grades 7 and 9-12 Band Assessments
Keyboarding	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Keyboarding Assessment
Business Connections	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Business Connections Assessment
Middle Level Technology	District, Regional or BOCES-developed	Chateaugay Central School Locally Developed Grades 7 8 Technology Assessment

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

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

assets/survey-uploads/5364/156884-avH4IQNZMh/Form 2.10 Additional Courses_2.pdf

2.11) HEDI Tables or Graphics

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

and upload that file here.

assets/survey-uploads/5364/156884-TXEttx9bQW/2.11 Combined HEDI Charts.pdf

2.12) Locally Developed Controls

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

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

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Friday, October 05, 2012
Updated Friday, November 30, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	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 outlined in the HEDI chart below. 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)
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: 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)) X 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)) X 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)) X

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:
 $((\# \text{students scoring 2,3,4}) + (\# \text{students scoring 3,4})) \times 7.5 / \text{total \# students tested}$
Total score of 0-2 is ineffective

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	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.

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 outlined in the HEDI chart below. 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)

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:

0-54, level 1
 55-64, level 2
 65-84, level 3
 85-100, level 4
 Calculation:

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

0-54, level 1
 55-64, level 2
 65-84, level 3
 85-100, level 4
 Calculation:

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

0-54, level 1
 55-64, level 2
 65-84, level 3
 85-100, level 4
 Calculation:

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

0-54, level 1
 55-64, level 2
 65-84, level 3
 85-100, level 4
 Calculation:

$$\frac{((\#students \text{ scoring } 2,3,4) + (\#students \text{ scoring } 3,4)) \times 7.5}{total \# \text{ students tested}}$$
 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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	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.

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 outlined in the HEDI chart below. For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.
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: 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)) X 10/total # 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: 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)) X 10/total # 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: 0-54, level 1 55-64, level 2 65-84, level 3

85-100, level 4
 Calculation:

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

0-54, level 1
 55-64, level 2
 65-84, level 3
 85-100, level 4
 Calculation:

$$\frac{((\#students \text{ scoring } 2,3,4) + (\#students \text{ scoring } 3,4)) \times 10}{total \# \text{ students tested}}$$
 Total score of 0-2 is ineffective

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	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.

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 outlined in the HEDI chart below. For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.

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:

0-54, level 1
 55-64, level 2

	65-84, level 3 85-100, level 4 Calculation: $((\# \text{students scoring } 2,3,4) + (\# \text{students scoring } 3,4)) \times 10 / \text{total \# students tested}$ 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: 0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $((\# \text{students scoring } 2,3,4) + (\# \text{students scoring } 3,4)) \times 10 / \text{total \# students tested}$ 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.	0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $((\# \text{students scoring } 2,3,4) + (\# \text{students scoring } 3,4)) \times 10 / \text{total \# students tested}$ 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: 0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $((\# \text{students scoring } 2,3,4) + (\# \text{students scoring } 3,4)) \times 10 / \text{total \# students tested}$ Total score of 0-2 is ineffective

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	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.

<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. 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 outlined in the HEDI chart below. For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.</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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $\frac{((\# \text{students scoring } 2,3,4) + (\# \text{students scoring } 3,4)) \times 10}{\text{total } \# \text{ students tested}}$ Total score of 18-20 is highly effective</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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $\frac{((\# \text{students scoring } 2,3,4) + (\# \text{students scoring } 3,4)) \times 10}{\text{total } \# \text{ students tested}}$ Total score of 9-17 is effective</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $\frac{((\# \text{students scoring } 2,3,4) + (\# \text{students scoring } 3,4)) \times 10}{\text{total } \# \text{ students tested}}$ Total score of 3-8 is developing</p>
<p>Ineffective (0 - 2 points) Results are well 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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $\frac{((\# \text{students scoring } 2,3,4) + (\# \text{students scoring } 3,4)) \times 10}{\text{total } \# \text{ students tested}}$ Total score of 0-2 is ineffective</p>

3.7) Grades 6-8 Social Studies

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

<p>Locally-Selected Measure from List of Approved Measures</p>	<p>Assessment</p>
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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 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 outlined in the HEDI chart below. For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.
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: 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)) X 10/total # 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: 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)) X 10/total # 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.	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)) 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	The locally developed achievement measure will be scored as follows:

for grade/subject.

0-54, level 1
 55-64, level 2
 65-84, level 3
 85-100, level 4
 Calculation:
 $((\#students \text{ scoring } 2,3,4) + (\#students \text{ scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested}$
 Total score of 0-2 is ineffective

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	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.

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 outlined in the HEDI chart below. For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.
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: 0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $((\#students \text{ scoring } 2,3,4) + (\#students \text{ scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested}$ 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: 0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 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.	0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 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: 0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	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.

<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. 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 outlined in the HEDI chart below. For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.</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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4</p> <p>Calculation: $\frac{((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 10}{total\ \# \ students\ tested}$ Total score of 18-20 is highly 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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4</p> <p>Calculation: $\frac{((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 10}{total\ \# \ students\ tested}$ Total score of 9-17 is effective</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4</p> <p>Calculation: $\frac{((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 10}{total\ \# \ students\ tested}$ Total score of 3-8 is developing</p>
<p>Ineffective (0 - 2 points) Results are well 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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4</p> <p>Calculation: $\frac{((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 10}{total\ \# \ students\ tested}$ Total score of 0-2 is ineffective</p>

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	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.

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 outlined in the HEDI chart below. For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.
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: 0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 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: 0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 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.	0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $((\#students \text{ scoring } 2,3,4) + (\#students \text{ scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested}$ 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: 0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4 Calculation: $((\#students \text{ scoring } 2,3,4) + (\#students \text{ scoring } 3,4)) \times 10 / \text{total } \# \text{ students tested}$ Total score of 0-2 is ineffective

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	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.

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 outlined in the HEDI chart below. For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.
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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.

<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. 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 outlined in the HEDI chart below. For all 3-8 exams, the existing 1-4 scoring methodology will be used for the calculation.</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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4</p> <p>Calculation: $((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 10 / total\ \# \ students\ tested$ 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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4</p> <p>Calculation: $((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 10 / total\ \# \ students\ tested$ 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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4</p> <p>Calculation: $((\#students\ scoring\ 2,3,4) + (\#students\ scoring\ 3,4)) \times 10 / total\ \# \ students\ tested$ Total score of 3-8 is developing</p>
<p>Ineffective (0 - 2 points) Results are well 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>0-54, level 1 55-64, level 2 65-84, level 3 85-100, level 4</p>

Calculation:

$$\frac{((\text{\#students scoring 2,3,4})+(\text{\#students scoring 3,4})) \times 10}{\text{total \# students tested}}$$
 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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

4. Other Measures of Effectiveness (Teachers)

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

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	57-58.8
Developing	50-56.3
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

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1

4.6) Observations of Probationary Teachers Enter Total	3
--	---

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<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:

Excerpt from Chateaugay Central School's negotiated appeals process which outlines strict timelines:

3. 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 qualifying event, 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 and Certification of Lead Evaluators and Evaluators

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

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 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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline	Checked
---	---------

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)

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Updated Friday, November 30, 2012

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

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

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

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-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-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.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	A scoring model that takes into account all state testing in the district will be calculated and applied to all district principals. 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 outlined in the HEDI chart below. 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 by multiplying by 10 rather than 7.5 as outlined in the formulas below.
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: 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)) X 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:
 $((\# \text{students scoring } 2,3,4) + (\# \text{students scoring } 3,4)) \times 7.5 / \text{total } \# \text{ students tested}$
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:

0-54, level 1
55-64, level 2
65-84, level 3
85-100, level 4
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:

0-54, level 1
55-64, level 2
65-84, level 3
85-100, level 4
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

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

(No response)

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

(No response)

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

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

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you

are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of

the points in a scoring range, consistent with regulations and assurances.

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No 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.

See process described in 8.1.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
---	-------

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

9. Other Measures of Effectiveness (Principals)

Created Sunday, October 21, 2012
Updated Friday, November 30, 2012

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9.1) Principal Practice Rubric

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

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

Vanderbilt Assessment of Leadership in Education (VAL-ED)

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

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 Val-Ed scoring bands will be converted to the 60 point scale using the attached chart.

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)

Ineffective: Overall performance and results do not meet standards.	A score of 39-45 is developing. 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 Sunday, October 21, 2012

Updated Tuesday, October 23, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Sunday, October 21, 2012

Updated Friday, November 30, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/202354-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

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 receives a copy of the evaluation. If the evaluation is completed and submitted to the principal after the last day of the school year, the 10 school days shall commence on the first school day for teaching unit members of the following academic year. 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 superintendent/board designee must be trained as provided for under education law 3012-c. Examples include but are not be limited to: BOCES Administrator; superintendent from neighboring district and /or Independent Trained Evaluator.

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 and Certification of Lead Evaluators and Evaluators

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

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;*
- 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 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

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, October 10, 2012

Updated Friday, November 30, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/193279-3Uqgn5g9Iu/APPR Certification Form # 2_1.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.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Intro to Nutrition	District, Regional or BOCES-Developed	Chateaugay Central School Locally Developed Intro to Nutrition Assessment
Career and Financial Management	District, Regional or BOCES-Developed	Chateaugay Central School Locally Developed Career and Financial Management Assessment
7 th & 8 th Grade Visual Arts	District, Regional or BOCES-Developed	Chateaugay Central School Locally Developed Grades 7 and 8 Visual Arts Assessments
JR & SR Vocal Music	District, Regional or BOCES-Developed	Chateaugay Central School Locally Developed Grades 7&8 and 9-12Vocal Music Assessments

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

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

Note for all HEDI charts in attachment 2.11

The Chateaugay Central School District has developed all of the following charts with the understanding that all HEDI points will be equally distributed within the scoring ranges of each course. All teachers will have the ability to earn any point value between 0 and 20.

Math - Grade Level: Kindergarten

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>85-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>75-84% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>66-74% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-65% of students meet or exceed growth target</p>

Math - Grade Level: First Grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>85-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>75-84% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>66-74% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-65% of students meet or exceed growth target</p>

Math – Grade Level: Second Grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>85-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>75-84% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>66-74% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-65% of students meet or exceed growth target</p>

Math – Grade Level: Third Grade

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	75-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	66-74% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	43-65% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-42% of students meet or exceed growth target

Math – Special Education: Grade 2

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	41-84% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	15-40% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-14% of students meet or exceed growth target

ELA - Grade Level: Kindergarten

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	85- 100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	75-84% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	66-74% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-65% of students meet or exceed growth target

ELA - Grade Level: First Grade

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	85- 100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	75-84% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	66-74% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-65% of students meet or exceed growth target

ELA – Grade Level: Second Grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>80-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>71-79% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>65-70% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-64% of students meet or exceed growth target</p>

ELA – Grade Level: Third Grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>70-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>61-69% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>43-60% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-42% of students meet or exceed growth target</p>

ELA - Grade Level: Reading AIS Kindergarten

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>85- 100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>75-84% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>66-74% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-65% of students meet or exceed growth target</p>

ELA Grade Level: Reading AIS First Grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>85-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>41-84% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>15-40% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-14% of students meet or exceed growth target</p>

ELA – Grade Level: Special Education Kindergarten

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	85- 100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	75-84% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	66-74% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-65% of students meet or exceed growth target

Physical Education: Grade Level: Kindergarten

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	81-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	34-80% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	9-33% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-8% of students meet or exceed growth target

Physical Education: Grade Level: Second Grade

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	81-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	34-80% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	9-33% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-8% of students meet or exceed growth target

Physical Education: Grade Level: 4th Grade

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual</u> student model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	95-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	68-94% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	45-67% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-44% of students meet or exceed growth target

Art Education: Visual Arts

Grade Level: Kindergarten, First Grade, Second Grade, and Third Grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>81-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>34-80% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>9-33% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-8% of students meet or exceed growth target</p>

ELA – 9th grade English

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	95-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	68-94% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	55-67% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-54% of students meet or exceed growth target

ELA – 11th grade English

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	62-84% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	55-61% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-54% of students meet or exceed growth target

Science – Living Environment 10th grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual student</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>81-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>64-80% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>15-63% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-14% of students meet or exceed growth target</p>

Science – Earth Science 9th grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual student</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>81-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>64-80% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>15-63% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-14% of students meet or exceed growth target</p>

Science – 8th grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual student</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>81-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>64-80% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>15-63% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-14% of students meet or exceed growth target</p>

Chemistry 11th grade

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual student</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>81-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>64-80% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>15-63% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-14% of students meet or exceed growth target</p>

Math – Algebra 2 and Trigonometry

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	71-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	36-70% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	14-35% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-13% of students meet or exceed growth target

Algebra

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	83-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	65-82% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	35-64% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-34% of students meet or exceed growth target

Geometry

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	83-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	65-82% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	35-64% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-34% of students meet or exceed growth target

Social Studies – U.S. History

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	86 -100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	41-85% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	11-40% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-10% of students meet or exceed growth target

Social Studies – Global Studies II

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	41-85% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	11-40% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-10% of students meet or exceed growth target

Social Studies – 8th grade

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	58-69% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-57% of students meet or exceed growth target

Spanish 7, II, III, IV

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual student</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>81-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>54-80% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>31-53% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-30% of students meet or exceed growth target</p>

French IA, IB, II

<p>Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below</p>	<p>Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.</p>
<p>Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>71-100% of students meet or exceed growth target</p>
<p>Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>62-70% of students meet or exceed growth target</p>
<p>Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>50-61% of students meet or exceed growth target</p>
<p>Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).</p>	<p>0-49% of students meet or exceed growth target</p>

Health and Parenting

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual student</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	81-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	64-80% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	15-63% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-14% of students meet or exceed growth target

Psychology

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual student</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	81-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	64-80% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	15-63% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-14% of students meet or exceed growth target

9-12 Grade Boys' Physical Education

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results. **Average point increase is calculated by looking at the point increase that each student attained between the pre and post assessments and then averaging all of those increases together for a class-wide average point increase.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	25-27+ average point increase toward growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	16-24 average point increase toward growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	10-15 average point increase toward growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-9 average point increase toward growth target

9-12 grade Girls' Physical Education

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results. **Average point increase is calculated by looking at the point increase that each student attained between the pre and post assessments and then averaging all of those increases together for a class-wide average point increase.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	28-30+ average point increase toward growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	19-27 average point increase toward growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	12-18 average point increase toward growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-11 average point increase toward growth target

Middle Level Resource Room

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual student</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	48-84% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	29-47% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-28% of students meet or exceed growth target

High School Resource Room 1

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results. **Average point increase is calculated by looking at the point increase that each student attained between the pre and post assessments and then averaging all of those increases together for a class-wide average point increase.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	26-50 average point increase toward growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	12-25 average point increase toward growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	3-11 average point increase toward growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-2 average point increase toward growth target

High School Resource Room 2

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on an <u>individual student</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	62-84% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	55-61% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-54% of students meet or exceed growth target

Remedial Reading Class

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results. **Average point increase is calculated by looking at the point increase that each student attained between the pre and post assessments and then averaging all of those increases together for a class-wide average point increase. HEDI scale below is appropriate based on the fact that this particular assessment uses a much narrower scale than the traditional 0-100 scale.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	1.9-3+ average point increase toward growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	1-1.8 average point increase toward growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	.04-.09 average point increase toward growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-.03 average point increase toward growth target

Junior Band and Senior Band

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results. **Average point increase is calculated by looking at the point increase that each student attained between the pre and post assessments and then averaging all of those increases together for a class-wide average point increase. HEDI scale below is appropriate based on the fact that this particular assessment uses a much narrower scale than the traditional 0-100 scale.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	2.0-2.2+ average point increase toward growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	1.0-1.99 average point increase toward growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	.4-.99 average point increase toward growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-.39 average point increase toward growth target

Keyboarding

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	81-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	64-80% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	15-63% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-14% of students meet or exceed growth target

Business Connections

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	89-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	45-88% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	15-44% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-14% of students meet or exceed growth target

Middle Level Technology

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results. **Average point increase is calculated by looking at the point increase that each student attained between the pre and post assessments and then averaging all of those increases together for a class-wide average point increase.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	28-30+ average point increase toward growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	19-27 average point increase toward growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	13-18 average point increase toward growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-12 average point increase toward growth target

Intro to Nutrition

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	70-89% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	50-69% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-49% of students meet or exceed growth target

Career and Financial Management

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	70-89% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	50-69% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-49% of students meet or exceed growth target

7th and 8th grade Visual Arts

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results. **Average point increase is calculated by looking at the point increase that each student attained between the pre and post assessments and then averaging all of those increases together for a class-wide average point increase.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	39-41+ average point increase toward growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	30-38 average point increase toward growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	16-29 average point increase toward growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-15 average point increase toward growth target

Junior and Senior Vocal Music

Use this box if needed, to describe the general process for assigning HEDI categories for these grades/subjects in the subcomponent. If needed you may upload a table or graphic at 2.11, below	Targets will be set collaboratively by the teacher(s) and the principal after they review relevant student baseline data. The identified targets for this course are based on a <u>class-wide</u> model. All targets will be reviewed by the superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18-20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet or exceed growth target
Effective (9-17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students meet or exceed growth target
Developing (3-8 points) Results meet state average for similar students (or District goals if no state test).	55-64% of students meet or exceed growth target
Ineffective (0-2) Results meet state average for similar students (or District goals if no state test).	0-54% of students meet or exceed growth target

ADDENDUM B
CONVERSION CHART – 60% OTHER MEASURES

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

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

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

Val-Ed Score	0-60 Conversion	% Score	
1.00	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%	Scores in this range are considered to be ineffective on the HEDI scale. 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%	
3.28	38	63%	

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

Val-Ed Score	0-60 Conversion	% Score	
3.29	39	65%	Scores in this range are considered to be Developing on the HEDI scale. 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%	
3.59	45	75%	Scores in this range are considered to be Effective on the HEDI scale. 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.
3.60	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%	
3.99	53	88%	
4.00	54	90%	
4.17	55	92%	Scores in this range are considered to be Highly Effective on the HEDI scale. 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%	
5.00	60	100%	

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

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

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**

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 10/30/12

Dale L. Brantley

Teachers Union President Signature: Date: 10/30/12

Rene M. Delcath

Administrative Union President Signature: Date:

N/A - No Admin. Unit

Board of Education President Signature: Date: 10/30/12

Scott Far