



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

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

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

December 19, 2012

Michael J. Hoose, Superintendent  
Cortland City School District  
1 Valley View Drive  
Cortland, NY 13045

Dear Superintendent Hoose:

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: J. Francis Manning

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 Wednesday, September 26, 2012

Updated Wednesday, November 28, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 110200010000

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

*110200010000*

#### 1.2) School District Name: CORTLAND CITY SD

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

*CORTLAND CITY SD*

#### 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 Wednesday, September 26, 2012

Updated Tuesday, December 18, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Cortland ECSD Locally Developed ELA Grade K Assessment
1	District, regional, or BOCES-developed assessment	Cortland ECSD Locally Developed ELA Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	Cortland ECSD Locally Developed ELA Grade 2 Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Utilizing data from a Cortland ECSD developed pre-assessment, the classroom teacher, in collaboration with the building principal, will establish a baseline and growth target using the pre-assessment data. Varying levels of student growth will translate into one of four teacher rating categories as depicted by the enclosed table:
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will be rated Highly Effective (18-20 points) when 95-100% of the students meet the indicated target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will be rated Effective (9-17 points) when 68-94% of the students meet the indicated target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will be rated Developing (3-8 points) when 45-67% of the students meet the indicated target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will be rated Ineffective (0-2 points) when 0-44% of the students meet the indicated target.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Cortland ECSD Locally Developed Math Grade K Assessment
1	District, regional, or BOCES-developed assessment	Cortland ECSD Locally Developed Math Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	Cortland ECSD Locally Developed Math Grade 2 Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Utilizing data from a Cortland ECSD developed pre-assessment, the classroom teacher, in collaboration with the building principal, will establish a baseline and growth target using the pre-assessment data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will be rated Highly Effective (18-20 points) when 95-100% of the students meet the indicated target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will be rated Effective (9-17 points) when 68-94% of the students meet the indicated target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will be rated Developing (3-8 points) when 45-67% of the students meet the indicated target.

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

Teachers will be rated Ineffective (0-2 points) when 0-44% of the students meet the indicated target.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Cortland ECSD Locally Developed Science Grade 6 Assessment
7	District, regional or BOCES-developed assessment	Cortland ECSD Locally Developed Science Grade 7 Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing data from a Cortland ECSD developed pre-assessment, the classroom teacher, in collaboration with the building principal, will establish a baseline and growth target using the pre-assessment data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will be rated Highly Effective (18-20 points) when 95-100% of the students meet the indicated target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will be rated Effective (9-17 points) when 68-94% of the students meet the indicated target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will be rated Developing (3-8 points) when 45-67% of the students meet the indicated target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will be rated Ineffective (0-2 points) when 0-44% of the students meet the indicated target.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Cortland ECSD Locally Developed Social Studies Grade 6 Assessment
7	District, regional or BOCES-developed assessment	Cortland ECSD Locally Developed Social Studies Grade 7 Assessment
8	District, regional or BOCES-developed assessment	Cortland ECSD Locally Developed Social Studies Grade 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing data from a Cortland ECSD developed pre-assessment, the classroom teacher, in collaboration with the building principal, will establish a baseline and growth target using the pre-assessment data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated Highly Effective (18-20 points) when 95-100% of the students meet the indicated target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated Effective (9-17 points) when 68-94% of the students meet the indicated target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated Developing (3-8 points) when 45-67% of the students meet the indicated target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated Ineffective (0-2 points) when 0-44% of the students meet the indicated target.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Cortland ECSD Locally Developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Utilizing data from a Cortland ECSD developed pre-assessment, the classroom teacher, in collaboration with the building principal, will establish a baseline and growth target using the pre-assessment data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated Highly Effective (18-20 points) when 95-100% of the students meet the indicated target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated Effective (9-17 points) when 68-94% of the students meet the indicated target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated Developing (3-8 points) when 45-67% of the students meet the indicated target.

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

Teachers will be rated Ineffective (0-2 points) when 0-44% of the students meet the indicated target.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Utilizing data from a Cortland ECSD developed pre-assessment, the classroom teacher, in collaboration with the building principal, will establish a baseline and growth target using the pre-assessment data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated Highly Effective (18-20 points) when 95-100% of the students meet the indicated target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated Effective (9-17 points) when 68-94% of the students meet the indicated target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated Developing (3-8 points) when 45-67% of the students meet the indicated target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated Ineffective (0-2 points) when 0-44% of the students meet the indicated target.

## 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.	Utilizing data from a Cortland ECSD developed pre-assessment, the classroom teacher, in collaboration with the building principal, will establish a baseline and growth target using the pre-assessment data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated Highly Effective (18-20 points) when 95-100% of the students meet the indicated target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated Effective (9-17 points) when 68-94% of the students meet the indicated target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated Developing (3-8 points) when 45-67% of the students meet the indicated target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated Ineffective (0-2 points) when 0-44% of the students meet the indicated target.

## 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	Cortland ECSD Locally Developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Cortland ECSD Locally Developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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.	Utilizing data from a Cortland ECSD developed pre-assessment, the classroom teacher, in collaboration with the building principal, will establish a baseline and growth target using the pre-assessment data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated Highly Effective (18-20 points) when 95-100% of the students meet the indicated target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated Effective (9-17 points) when 68-94% of the students meet the indicated target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated Developing (3-8 points) when 45-67% of the students meet the indicated target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated Ineffective (0-2 points) when 0-44% of the students meet the indicated target.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific Art assessment
General Music	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific General Music assessment
Vocal Music	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific Vocal Music assessment
Instrumental Music	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific Instrumental Assessment assessment
Physical Education	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific Physical Education assessment
Library	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific Library assessment
Business	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific Business assessment
Technology	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific Technology assessment
Family and Consumer Science	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific Family and Consumer Science assessment
Health	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific Health assessment
All other teachers not named above	District, Regional or BOCES-developed	Cortland ECSD Locally Developed Subject and grade specific assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Utilizing data from a Cortland ECSD developed pre-assessment, the classroom teacher, in collaboration with the building principal, will establish a baseline and growth target using the pre-assessment data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated Highly Effective (18-20 points) when 95-100% of the students meet the indicated target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated Effective (9-17 points) when 68-94% of the students meet the indicated target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated Developing (3-8 points) when 45-67% of the students meet the indicated target.

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

Teachers will be rated Ineffective (0-2 points) when 0-40% of the students meet the indicated target.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/182667-TXEttx9bQW/HEDI-SLOchart20\_3.docx*

## 2.12) Locally Developed Controls

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

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

*(No response)*

## 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
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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
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2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
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2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Sunday, October 14, 2012

Updated Tuesday, December 18, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed ELA Grade 4 assessment
5	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed ELA Grade 5 assessment

6	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed ELA Grade 6 assessment
7	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed ELA Grade 7 assessment
8	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed ELA Grade 8 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Utilizing the data from a Cortland ECSD developed pre-assessment, achievement targets will be established for all 4-8 ELA teachers, district wide, by grade level. Teachers will receive 0-15 points within the HEDI rating based on the number of students that meet the established achievement targets. Teachers will use the students' prior academic history and will collaborate with their principal to determine student targets as a baseline for an entire class.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 4-8 ELA teachers in a grade level will receive a rating of Highly Effective (14-15 points) when 95-100% of the students meet the established goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 4-8 ELA teachers in a grade level will receive a rating of Effective (8-13 points) when 71-94% of the students meet the established goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 4-8 ELA teachers in a grade level will receive a rating of Developing (3-7 points) when 45-70% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 4-8 ELA teachers in a grade level will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 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	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Math Grade 4 assessment
5	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Math Grade 5 assessment

6	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Math Grade 6 assessment
7	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Math Grade 7 assessment
8	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Math Grade 8 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Utilizing the data from a Cortland ECSD developed pre-assessment, achievement targets will be established for all 4-8 Math teachers, district wide, by grade level. Teachers will receive 0-15 points within the HEDI rating based on the number of students that meet the established achievement targets. Teachers will use the students' prior academic history and will collaborate with their principal to determine student targets as a baseline for an entire class.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 4-8 Math teachers in a grade level will receive a rating of Highly Effective (14-15 points) when 95-100% of the students meet the established goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 4-8 Math teachers in a grade level will receive a rating of Effective (8-13 points) when 71-94% of the students meet the established goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 4-8 Math teachers in a grade level will receive a rating of Developing (3-7 points) when 45-70% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 4-8 Math teachers in a grade level will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/195683-rhJdBgDruP/HEDISLOchart15\_1.docx*

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

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

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Kindergarten ELA assessment
1	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 1 ELA assessment
2	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 2 ELA assessment
3	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 3 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from Cortland ECSD-developed pre-assessments, an achievement target will be identified, district wide, by subject. Based on the increase or decrease in the percentage of students that exceed the achievement target , the teachers will be assigned 0-20 points within the HEDI raing catagories as identified on graphis 3.13, below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all K-3 ELA teachers in a grade level will receive a rating of Highly Effective (18-20 points) when 95-100% of the students meet the established goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all K-3 ELA teachers in a grade level will receive a rating of Effective (9-17 points) when 68-94% of the students meet the established goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all K-3 ELA teachers in a grade level will receive a rating of Developing (3-8 points) when 45-67% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all K-3 ELA teachers in a grade level will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 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	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Kindergarten Math assessment
1	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 1 Math assessment
2	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 2 Math assessment
3	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 3 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from Cortland ECSD-developed pre-assessments, an achievement target will be identified, district wide, by subject. Based on the increase or decrease in the percentage of students that exceed the achievement target , the teachers will be assigned 0-20 points within the HEDI raing catagories as identified on graphis 3.13, below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all K-3 Math teachers in a grade level will receive a rating of Highly Effective (18-20 points) when 95-100% of the students meet the established goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all K-3 Math teachers in a grade level will receive a rating of Effective (9-17 points) when 68-94% of the students meet the established goal.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all K-3 Math teachers in a grade level will receive a rating of Developing (3-8 points) when 45-67% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all K-3 Math teachers in a grade level will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 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
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6	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 7 Science assessment
8	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 8 Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from Cortland ECSD-developed pre-assessments, an achievement target will be identified, district wide, by subject. Based on the increase or decrease in the percentage of students that exceed the achievement target , the teachers will be assigned 0-20 points within the HEDI raing catagories as identified on graphis 3.13, below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 7-8 Science teachers in a grade level will receive a rating of Highly Effective (18-20 points) when 95-100% of the students meet the established goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 7-8 Science teachers in a grade level will receive a rating of Effective (9-17 points) when 68-94% of the students meet the established goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 7-8 Science teachers in a grade level will receive a rating of Developing (3-8 points) when 45-67% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 7-8 Science teachers in a grade level will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from Cortland ECSD-developed pre-assessments, an achievement target will be identified, district wide, by subject. Based on the increase or decrease in the percentage of students that exceed the achievement target, the teachers will be assigned 0-20 points within the HEDI rating categories as identified on graph 3.13, below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 7-8 Social Studies teachers in a grade level will receive a rating of Highly Effective (18-20 points) when 95-100% of the students meet the established goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 7-8 Social Studies teachers in a grade level will receive a rating of Effective (9-17 points) when 68-94% of the students meet the established goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 7-8 Social Studies teachers in a grade level will receive a rating of Developing (3-8 points) when 45-67% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all 7-8 Social Studies teachers in a grade level will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Cortland ECSD Developed Global 1 assessment
Global 2	5) District, regional, or BOCES-developed assessments	Cortland ECSD Developed Global 2 assessment
American History	5) District, regional, or BOCES-developed assessments	Cortland ECSD Developed American History assessment

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.	Using data results from Cortland ECSD-developed pre-assessments, an achievement target will be identified, district wide, by subject. Based on the increase or decrease in the percentage of students that exceed the achievement target, the teachers will be assigned 0-20 points within the HEDI rating categories as identified on graph 3.13, below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Highly Effective (18-20 points) when 95-100% of the students meet the established goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Effective (9-17 points) when 68-94% of the students meet the established goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Developing (3-8 points) when 45-67% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 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	5) District, regional, or BOCES-developed assessments	Cortland ECSD Developed Living Environment assessment
Earth Science	5) District, regional, or BOCES-developed assessments	Cortland ECSD Developed Earth Science assessment
Chemistry	5) District, regional, or BOCES-developed assessments	Cortland ECSD Developed Chemistry assessment
Physics	5) District, regional, or BOCES-developed assessments	Cortland ECSD Developed Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from Cortland ECSD-developed pre-assessments, an achievement target for the entire class will be identified, district wide, by subject. Based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, the teachers will be assigned 0-20 points within the HEDI rating categories as identified on graphis 3.13, below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Highly Effective (18-20 points) when 95-100% of the students meet the established goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Developing (3-8points) when 45-67% of the students meet the established goal.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Effective (9-17 points) when 68-94% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 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	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Algebra 1 assessment
Geometry	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Algebra 2 assessment

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.	Using data results from Cortland ECSD-developed pre-assessments, a baseline cutpoint for the entire class will be identified. Based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, the teachers will be assigned 0-20 points within the HEDI rating categories as identified on graphs 3.13, below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Highly Effective (18-20 points) when 95-100% of the students meet the established goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Effective (9-17 points) when 68-94% of the students meet the established goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Developing (3-8points) when 45-67% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 10 ELA assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Cortland ECSD Developed Grade 11 ELA assessment

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.	Using data results from Cortland ECSD-developed pre-assessments, an achievement target will be identified, district wide, by subject. Based on the increase or decrease in the percentage of students that exceed the achievement target, the teachers will be assigned 0-20 points within the HEDI rating categories as identified on graphis 3.13, below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Highly Effective (18-20 points) when 95-100% of the students meet the established goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Effective (9-17 points) when 68-94% of the students meet the established goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Developing (3-8points) when 45-67% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art	5) District/regional/BOCES-developed	Cortland ECSD Developed Subject and Grade-specific Art Assessment
General Music	5) District/regional/BOCES-developed	Cortland ECSD Developed Subject and Grade-specific General Music Assessment
Vocal Music	5) District/regional/BOCES-developed	Cortland ECSD Developed Subject and Grade-specific Vocal Music Assessment
Instrumental Music	5) District/regional/BOCES-developed	Cortland ECSD Developed Subject and Grade-specific Instrumental Music Assessment
Physical Education	5) District/regional/BOCES-developed	Cortland ECSD Developed Subject and Grade-specific Physical Education Assessment
Library	5) District/regional/BOCES-developed	Cortland ECSD Developed Subject and Grade-specific Library Assessment
Business	5) District/regional/BOCES-developed	Cortland ECSD Developed Subject and Grade-specific Business Assessment

Technology	5) District/regional/BOCES–developed	Cortland ECSD- Developed Subject and Grade-specific Technology Assessment
Family and Consumer Science	5) District/regional/BOCES–developed	Cortland ECSD Developed Subject and Grade-specific AFamily and Consumer Science Assessment
Health	5) District/regional/BOCES–developed	Cortland ECSD Developed Subject and Grade-specific Health Assessment
All other teachers not mentioned above	5) District/regional/BOCES–developed	Cortland ECSD Developed Subject and Grade-specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from Cortland ECSD-developed pre-assessments, an achievement target will be identified, district wide, by subject. Based on the increase or decrease in the percentage of students that exceed the achievement target , the teachers will be assigned 0-20 points within the HEDI raing atagories as identified on graphis 3.13, below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Highly Effective (18-20 points) when 95-100% of the students meet the established goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Effective (9-17 points) when 68-94% of the students meet the established goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Developing (3-8points) when 45-67% of the students meet the established goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Utilizing the data from a Cortland ECSD developed pre-assessment, all teachers in a subject area will receive a rating of Ineffective (0-2 points) when 0-44% of the students meet the established goal.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/195683-y92vNseFa4/HEDI-SLOchart20\_2.docx*

### 3.14) Locally Developed Controls

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

(No response)

### 3.15) Teachers with More Than One Locally Selected Measure

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

*For teachers with multiple locally selected measures, all of the students' scores from the multiple courses/sections will be combined into one overall component score (0-15 or 0-20, as applicable) and weighted proportionately based on the number of students in each course/section.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Sunday, October 14, 2012

Updated Tuesday, December 18, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(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]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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.

*To assure that all of the seven NYS Teaching Standards are evaluated each year, an "Alligment Crosswalk" between the NYS Teaching Standards and Danielson's Framework for Teaching 2011 version was created. Tenured teachers will be observed in their classrooms three times per year (one announced and two unannounced), and will submit other evidence (teacher artifacts) to address those standards not covered in the classroom observations. Non-tenured teachers will be observed three times (announced) and (two times) unannounced, and will submit other evidence (teacher artifacts) to address those standards not covered in the classroom observations. Final scores for the 31 points will be based on Danielson 2011 Domains 1-3 final average rubric scores between 1-4 . The remaining 29 of the 60 points points will be obtained throught the submission of artifacts alligned to the seven NYS Teaching standards and Danielson 2011 Domain 4 rubric score between 1-4 and a mid-year review of the artifacts with the evaluator. The overall total of the 60 possible points will be added to the "Final APPR Evaluation Form." All decimals in the overall total will be rounded down to the*

next whole number. In no case will rounding result in a teacher scoring out of their HEDI band.

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/5091/195714-eka9yMJ855/APPRTeach-4.5a-c\_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of Highly Effective for the "Other Measures of Effectiveness" sub-component with a score of 59-60 of a possible 60 points as identified on the conversion chart. Totals that contain less than whole numbers will be rounded down to the next whole number.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "Other Measures of Effectiveness" sub-component with a score of 57-58 of a possible 60 points as identified on the conversion chart. Totals that contain less than whole numbers will be rounded down to the next whole number.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "Other Measures of Effectiveness" sub-component with a score of 50-56 of a possible 60 points as identified on the conversion chart. Totals that contain less than whole numbers will be rounded down to the next whole number.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "Other Measures of Effectiveness" sub-component with a score of 0-49 of a possible 60 points as identified on the conversion chart. Totals that contain less than whole numbers will be rounded down to the next whole number.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59.0-60
Effective	57-58
Developing	50-56
Ineffective	0-49

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
--	---

4.6) Observations of Probationary Teachers   Informal/Short	2
4.6) Observations of Probationary Teachers   Enter Total	5

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	2
4.7) Observations of Tenured Teachers   Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Sunday, October 14, 2012

Updated Thursday, November 29, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59.0-60
Effective	57-58
Developing	50-56
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

Created Sunday, October 14, 2012

Updated Thursday, November 29, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/195741-Df0w3Xx5v6/AppendixDTIP.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Only overall final evaluations of "Ineffective" can be appealed based on the outlined contained in Education Law 3012-c. If the District and the Cortland United Teachers (CUT) should enter into an agreement whereby the actual number rating would influence compensation or advancement opportunities within the District, this issue will be revisited and this plan will be revised as appropriate. Any changes to this Plan will be made in accordance with Education Law 3012-c. Teachers will be allowed to respond/comment in writing about their observations or any other component of the APPR, whether they choose to appeal or not.*

*To appeal an evaluation, the teacher must submit a written appeal to the Evaluator, by certified mail/return receipt requested, within 15 days of receiving their evaluation. All supporting documentation shall be attached to the Appeal Form. Evaluator's written response to the appeal must be filed within 15 calendar days of receipt of Appeal Form.*

*Level I: Teacher may request an Appeal Meeting with the Evaluator to be held within 10 calendar days after requesting the meeting. Evaluator's written decision shall be filed within 10 calendar days after meeting.*

*Level II: Teacher may request an Appeal Meeting with the Superintendent of Schools to be held within five calendar days of receipt of Evaluator's written Decision. Superintendent's written decision shall be filed within 10 calendar days after meeting.*

*Level III: Request for mediation must be filed within five calendar days of receipt of Superintendent's Response. A Mediator's recommendation shall be advisory in nature to the Superintendent. The final decision of the Superintendent shall be issued in writing within 10 calendar days of receipt of Mediator's recommendation and shall be binding.*

## 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.

*In order to properly train evaluators, all evaluators will participate in and complete training through the Onondaga-Cortland-Madison (OCM) BOCES, which shall consist of 5-10 full days of trainings. These skills will be reinforced through monthly Leadership Team meetings and Principal observations by the Assistant Superintendent and Superintendent.*

*All documentation of training and professional development activities will be kept on file. Upon completion of the OCM BOCES training, the Superintendent will make a recommendation to the Board of Education to certify each evaluator to conduct evaluations. Training and review of an Evaluator's professional development will be cyclical and ongoing to align with the 9 assurance shown in Section 6.5. Evaluators will be re-certified on an annual basis to insure inter-rater reliability over time.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Checked

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

Created Sunday, October 14, 2012

Updated Thursday, November 29, 2012

## Page 1

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

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

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

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

K-6
7-8
9-10
11-12
7-12
(No response)
(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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Sunday, October 14, 2012

Updated Tuesday, December 18, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	80% of students will achieve proficiency on the NY State Grade 4 Science Test
7-8	(d) measures used by district for teacher evaluation	80% of students will achieve proficiency on the NY State Grade 8 Science Test
9-10	(h) students' progress toward graduation	80% of continuously enrolled 10th grade students will earn 5.5 credits towards graduation
11-12	(g) % achieving specific level on Regents or alternatives	All students taking the NYS Grade 11 English Regents Examination will have 80% proficiency
7-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Four year Graduation Rate of continuously enrolled 12th grade students will be 80%

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.	Using an 80% as an Achievement Goal, principals will be assigned 0-15 points within the HEDI rating categories as identified in the "Principal APPR Locally Selected Measures - Value Added Model."
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be Highly Effective (14-15 points) if 80.5-100% of students reach the Achievement Goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be Effective (8-13 points) if 70-80% of students reach the Achievement Goal.

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

Principals will be Developing (3-7 points) if 60-69% of students reach the Achievement Goal.

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

Principals will be Inffective (0-2 points) if 0-59% of students reach the Achievement Goal.

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

*(No response)*

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

*assets/survey-uploads/5366/195791-qBFVOWF7fC/APPR Section 8revised.docx*

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

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

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

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

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

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

*(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*

*(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*

*(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*

*(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*

*(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at*

least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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.

*N/A*

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

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

*(No response)*

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Sunday, October 14, 2012  
Updated Friday, November 30, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*McRel Principal Evaluation System*

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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.

*To assure that all six 2008 ISLLC Standards are evaluated each year, we will use McREL's Principal Evaluation System. The Superintendent will visit each administrator's school a minimum of three times (two announced and one un-announced) for the purpose of observing the principal's professional practice. Each principal's average score of 1-4 on each rubric component shall be converted to a 0-60 scale using the "Rubric Score to HEDI Rating Conversion 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/5143/195809-pMADJ4gk6R/PrinOtherMeasHEDI9.7.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of Highly Effective (59-60 points) for the "Other Measures" sub-component when they earn a final average rubric score of 3.51-4.0. See attached chart in Section 9.7.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective (57-58 points) for the "Other Measures" sub-component when they earn a final average rubric score of 2.51-3.50. See attached chart in Section 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing (50-56 points) for the "Other Measures" sub-component when they earn a final average rubric score of 1.51-2.50. See attached chart in Section 9.7.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Ineffective (0-49 points) for the "Other Measures" sub-component when they earn a final average rubric score of 1.00-1.50. See attached chart in Section 9.7.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

### **Tenured Principals**

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

# 10. Composite Scoring (Principals)

Created Sunday, October 14, 2012

Updated Friday, November 30, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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 14, 2012

Updated Tuesday, December 18, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/195821-Df0w3Xx5v6/PrinPIP\\_1.docx](assets/survey-uploads/5276/195821-Df0w3Xx5v6/PrinPIP_1.docx)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Level I: A principal choosing to appeal an Ineffective or Developing rating on his/her Composite APPR rating or the issuance of a Principal Improvement Plan (PIP) must do so within 10 calendar days of personal delivery of the rating/PIP. The appeal shall include a written description of the specific area of disagreement. A meeting shall take place between the principal, association representative, and Superintendent within five calendar days of delivery of the appeal with the intent of resolving the dispute in a collegial manner. Within five calendar days of the meeting, the Superintendent will issue a written decision on the appeal.*

*Level II: If the appeal is unresolved, an Appeal Panel, comprised of one individual chosen by the association, one by the school*

*district, and one mutually agreed to, shall review the appeal within 10 calendar days. A written decision shall be rendered by the Appeal Panel within 10 days of the hearing with the Appeal Panel.*

## 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 Cortland Board of Education will ensure that all lead evaluators have been trained and certified in accordance with regulation. The Superintendent and Superintendent designee(s) must participate in 5-10 days of lead evaluator training through the OCM BOCES Network Team Training for Lead Evaluators and the McRel Principal Evaluation System (provided by McREL). Training and professional development shall occur throughout the year to ensure inter-rater reliability, and training time will be commensurate with SED expectations. All Lead Evaluators will be proficient in the nine elements the State has deemed necessary to conduct observations and evaluations and shall receive ongoing training for the purposes of continuous growth, re-certification, and to ensure inter-rater reliability.*

## 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 Sunday, October 14, 2012

Updated Monday, December 17, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/195843-3Uqgn5g9Iu/APPRsignaturesResub.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.



## Cortland Enlarged City School District - 2012/13

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

Note: For Subjects/Grades Without State-Provided Value-Added Measure for “Growth on State Assessments or Other Comparable Measures”

**And**

### “Growth on State Assessments or Other Comparable Measures”

Note: For Teachers That Do Not Receive a State-Provided Score

## HEDI Ratings Conversion Chart for Student Learning Objectives (SLOs)

*Based on the percentage of students that meet their goals for the locally selected assessments, teachers and/or principals will receive a HEDI rating between 0 and 20 as outlined below:*

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	56-53%	49-52%	45-48%	40-44%	30-39%	0-29%

## Cortland Enlarged City School District - 2012/13

### “Locally Selected Measures of Student Achievement or Growth” - Applicable to All Courses and Grade Levels

Note: With State-Provided Value-Added Measure for Student Growth

### HEDI Ratings Conversion Chart for Student Learning Objectives (SLOs)

*Based on the percentage of students that meet their goals for the locally selected assessments, teachers and/or principals will receive a HEDI rating between 0 and 15 as outlined below:*

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	95-97%	91-94%	87-90%	83-86%	79-82%	75-78%	71-74%	66-70%	61-65%	56-60%	51-55%	45-50%	40-44%	35-39%	0-34%



## Cortland Enlarged City School District - 2012/13

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

Note: For Subjects/Grades Without State-Provided Value-Added Measure for “Growth on State Assessments or Other Comparable Measures”

**And**

### “Growth on State Assessments or Other Comparable Measures”

Note: For Teachers That Do Not Receive a State-Provided Score

## HEDI Ratings Conversion Chart for Student Learning Objectives (SLOs)

*Based on the percentage of students that meet their goals for the locally selected assessments, teachers and/or principals will receive a HEDI rating between 0 and 20 as outlined below:*

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	56-53%	49-52%	45-48%	40-44%	30-39%	0-29%

## Cortland Enlarged City School District - 2012/13

### Composite Scoring (No Value Added Model)

Level	Growth on State Assessments (20 points) (Req'd. Ranges)	Locally Selected Measures (20 Points) (Req'd. Ranges)	Other Measures of Teacher Effectiveness (60 points)		Totals (100 Points) (Req'd. Ranges)
			Observations (31 Points)	Artifacts (29 Points)	
Highly Effective	18-20	18-20	30.5-31.0 (3.5-4.0)	28.5-29 (3.5-4.0)	91-100
			Total = 59-60		
Effective	9-17	9-17	29.5-30 (2.5-3.4)	27.5-28 (2.5-3.4)	75-90
			Total = 57-58		
Developing	3-8	3-8	25.5-29 (1.5-2.4)	24.5-27 (1.5-2.4)	65-74
			Total = 50-56		
Ineffective	0-2	0-2	0-25 (0-1.4)	0-24 (0-1.4)	0-64
			Total = 0-49		

### Composite Scoring (Value Added Model)

Level	Growth on State Assessments (25 Points) (Req'd. Ranges)	Locally Selected Measures (15 Points) (Req'd. Ranges)	Other Measures of Teacher Effectiveness (60 Points)		Totals (100 Points) (Req'd. Ranges) Round to whole #
			Observations (31 Points)	Artifacts (29 Points)	
Highly Effective	22-25	14-15	30-31.0 (3.5-4.0)	28.5-29 (3.5-4.0)	91-100
			Total = 59-60		
Effective	10-21	8-13	29.5-30.38 (2.5-3.4)	27.5-28 (2.5-3.4)	75-90
			Total = 57-58		
Developing	3-9	3-7	25.8-29.1 (1.5-2.4)	24-27 (1.5-2.4)	65-74
			Total = 50-56		
Ineffective	0-2	0-2	0-25.3 (0-1.4)	0-23 (0-1.4)	0-64
			Total = 0-49		

**“Other Measures of Teacher Effectiveness” – 31 of 60 Points**

Teacher Observations	Observation/Evidence	Point Total
<b>Danielson’s FFT, 2011 Rubric</b>	<b>Domain Scores</b>	
Domain 1 Planning and Preparation	1-4	
Domain 2 The Classroom Environment	1-4	
Domain 3 Instruction	1-4	
Domain 4 Professional Responsibilities	1-4	
Total of Rubrics/4= Rubric Average	1-4	
Rubric Average-to-60 Point Scale (see chart below)	Total Points (out of 60)	
	$X \frac{31}{60} = \longrightarrow$	<b>*Total Points (out of 31)</b>
	*This number is used on Composite Score Worksheet	

**Rubric to 60 Points, 31 Points, and 29 Points Conversion Table**

Rating	Rubric	60 Points	31 Points	29 Points	Rating	Rubric	60 Points	31 points	29 Points	
<u>Ineffective</u>	<u>1.0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>Effective</u>	<u>2.5</u>	<u>57</u>	<u>29.5</u>	<u>27.5</u>	
	<u>1.1</u>	<u>12</u>	<u>6.2</u>	<u>5.8</u>		<u>2.6</u>	<u>57.2</u>	<u>29.6</u>	<u>27.6</u>	
	<u>1.2</u>	<u>25</u>	<u>12.9</u>	<u>12.1</u>		<u>2.7</u>	<u>57.4</u>	<u>29.7</u>	<u>27.7</u>	
	<u>1.3</u>	<u>37</u>	<u>19.1</u>	<u>17.9</u>		<u>2.8</u>	<u>57.6</u>	<u>29.76</u>	<u>27.84</u>	
	<u>1.4</u>	<u>49</u>	<u>25.3</u>	<u>23.7</u>		<u>2.9</u>	<u>57.8</u>	<u>29.86</u>	<u>27.94</u>	
<u>Developing</u>	<u>1.5</u>	<u>50</u>	<u>25.8</u>	<u>24.5</u>		<u>3.0</u>	<u>58</u>	<u>29.96</u>	<u>28.03</u>	
	<u>1.6</u>	<u>50.7</u>	<u>26.2</u>	<u>24.6</u>		<u>3.1</u>	<u>58.2</u>	<u>30.07</u>	<u>28.13</u>	
	<u>1.7</u>	<u>51.4</u>	<u>26.6</u>	<u>24.8</u>		<u>3.2</u>	<u>58.4</u>	<u>30.17</u>	<u>28.23</u>	
	<u>1.8</u>	<u>52.1</u>	<u>26.9</u>	<u>25.2</u>		<u>3.3</u>	<u>58.6</u>	<u>30.28</u>	<u>28.32</u>	
	<u>1.9</u>	<u>52.8</u>	<u>27.3</u>	<u>25.5</u>		<u>3.4</u>	<u>58.8</u>	<u>30.38</u>	<u>28.42</u>	
	<u>2.0</u>	<u>53.5</u>	<u>27.6</u>	<u>25.9</u>		<u>Highly Effective</u>	<u>3.5</u>	<u>59</u>	<u>30.48</u>	<u>28.52</u>
	<u>2.1</u>	<u>54.2</u>	<u>28.0</u>	<u>26.2</u>			<u>3.6</u>	<u>59.3</u>	<u>30.64</u>	<u>28.67</u>
	<u>2.2</u>	<u>54.9</u>	<u>28.4</u>	<u>26.5</u>			<u>3.7</u>	<u>59.5</u>	<u>30.74</u>	<u>28.76</u>
	<u>2.3</u>	<u>55.6</u>	<u>28.7</u>	<u>26.9</u>			<u>3.8</u>	<u>59.8</u>	<u>30.90</u>	<u>28.9</u>
	<u>2.4</u>	<u>56.3</u>	<u>29.1</u>	<u>27.2</u>	<u>3.9</u>		<u>59.93</u>	<u>30.95</u>	<u>28.98</u>	
				<u>4.0</u>	<u>60</u>		<u>31</u>	<u>29</u>		

Cortland Enlarged City School District – 2012/13

**Teacher Artifacts and Teacher Effectiveness (29 of 60 Points)**

<u>Teaching Standards</u>	<u>Examples of Artifacts</u>	<u>Points:</u>	<u>Point Total</u>
1. Knowledge of Students & Student Learning	Lesson plans, reading levels, grouping strategies	0-4	
2. Knowledge of Content & Instructional Planning	Lesson plans, unit plans	0-4	
3. Instructional Practice	Samples of student work that demonstrate differentiated instruction, samples of student work with meaningful feedback	0-4	
4. Learning Environment	Evidence of routines and structures established in the classroom, anchor charts, rules, photos, classroom maps, schedules, etc.	0-4	
5. Assessment for Student Learning	Sample formative assessment used in class, rubrics, student data used to modify instruction.	0-4	
6. Professional Responsibilities and Collaboration	Parent phone logs, agenda from meetings, written communication journal, attendance at school and district functions, clubs, team meetings, newsletters, etc.	0-4	
7. Professional Growth	Evidence of participation in learning groups, book reads, staff development, MLP, etc.	0-4	
Mid-Year Meeting with Evaluator =		0-1	
<u>Total of Rubric Scores</u>		<u>0-29</u>	
<u>Total of Rubric Scores/7 = Rubric Average</u>		<u>0-4</u>	
Rubric Average-to-60 Point Scale (see chart 4.5b)		<u>Total Points (out of 60)</u>	
		<u>X29/60 =</u>	
<b>*Total Points (out of 29) =</b> →		<b>0-29</b>	
*This Number is Used on Composite Score Worksheet			



## 2012-13 APPR Teacher Improvement Plan

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Principal/Evaluator: \_\_\_\_\_ Initial Meeting Date: \_\_\_\_\_

Rubric Domain: \_\_\_\_\_ Rubric Element: \_\_\_\_\_ State Assessment: \_\_\_\_\_ Local Assessment: \_\_\_\_\_

Area in Need of Improvement	
Desired Outcomes	
Activities to Support Reaching Desired Outcomes	
Timeline for Completion	
Resources to be Provided by District	
Evidence to Support Achievement of Goal	
Was Desire Outcome Achieved? Yes/No & Date	

## 2012-13 APPR Teacher Improvement Plan, continued

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Rubric Domain: \_\_\_\_\_ Rubric Element: \_\_\_\_\_ State Assessment: \_\_\_\_\_ Local Assessment: \_\_\_\_\_

Area in Need of Improvement	
Desired Outcomes	
Activities to Support Reaching Desired Outcomes	
Timeline for Completion	
Resources to be Provided by District	
Evidence to Support Achievement of Goal	
Was Desire Outcome Achieved? Yes/No & Date	



**Cortland Enlarged City School District - 2012/13**

**Principal “Locally Selected Measures of Student Achievement”**

(With a Value-Added Model)

<b>HEDI Rating</b>	<b>Achievement %</b>	<b>Points</b>
Highly Effective	81.5%-100.0%	15
Highly Effective	80.5%	14
Effective	80%	13
Effective	78-79%	12
Effective	76-77%	11
Effective	74-75%	10
Effective	72-73%	9
Effective	70-71%	8
Developing	68-69%	7
Developing	66-67%	6
Developing	64-65%	5
Developing	62-63%	4
Developing	60-61%	3
Ineffective	58-59%	2
Ineffective	56-57%	1
Ineffective	0-55%	0

Cortland Enlarged City School District - 2012/13

Principal - "Other Measures of Effectiveness"

<u>HEDI Level</u>	<u>HEDI Point Score Range</u>	<u>Calculated Rubric Score</u>	<u>Converted Score</u>
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.01-3.50	58
		2.51-3.00	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.51-1.64	50
Ineffective	0-49	1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44

<u>HEDI Level</u>	<u>HEDI Point Score Range</u>	<u>Calculated Rubric Score</u>	<u>Converted Score</u>
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
Ineffective (cont'd)		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21

<u>HEDI Level</u>	<u>HEDI Point Score Range</u>	<u>Calculated Rubric Score</u>	<u>Converted Score</u>
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
Ineffective (cont'd)		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0



Cortland Enlarged City School District – 2012/13

**Principal Improvement Plan**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **SCHOOL YEAR:** \_\_\_\_\_

**Rubric Domain:** \_\_\_\_\_ **Rubric Element** \_\_\_\_\_ **State Assessment** \_\_\_\_\_ **Local Assessment** \_\_\_\_\_

Area(s) in Need of Improvement	Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Timeline for Completion	Resources to be provided by the District	Evidence to Support Achievement of Goal	Was Desired Outcome Achieved (Y/N date )

**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.

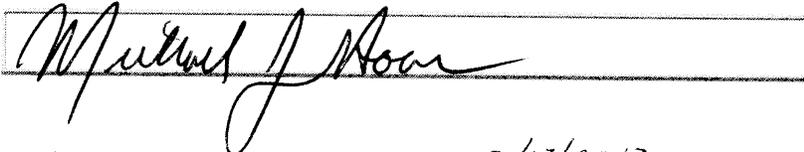
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- 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)

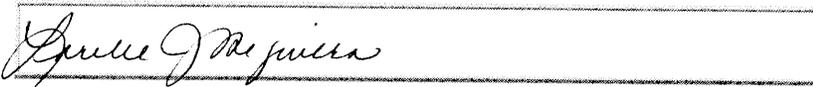
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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: 12/13/12



Teachers Union President Signature: Date: 12/13/2012



Administrative Union President Signature: Date: 12/15/12  
 BOARD OF EDUCATION PRESIDENT SIGNATURE:



Board of Education President Signature: Date: 12/17/12  
 ADMINISTRATIVE UNION PRESIDENT SIGNATURE  
 12/17/12

