



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

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

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November 30, 2012

Carlos Gildemeister, Interim Superintendent
Cuba-Rushford Central School District
5476 Route 305
Cuba, NY 14727

Dear Superintendent Gildemeister:

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: Robert D. Olczak

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 Thursday, May 03, 2012

Updated Tuesday, October 02, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

022302040000

1.2) School District Name:

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

CUBA-RUSHFORD CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(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 Tuesday, July 31, 2012

Updated Thursday, November 15, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Cuba-Rushford Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Cuba-Rushford Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Cuba-Rushford Developed Grade 2 ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)

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	Cuba-Rushford Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Cuba-Rushford Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Cuba-Rushford Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)

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	Cuba-Rushford Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Cuba-Rushford Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)

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	Cuba-Rushford Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Cuba-Rushford Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Cuba-Rushford Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)

Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)

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	Cuba-Rushford 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.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)

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.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded file (CRCS Growth Measure K-12 HEDI Scale_1.docx)

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

[assets/survey-uploads/5364/157119-avH4IQNZMh/Form2_10_AllOtherCourses_2.doc](#)

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/5364/157119-TXEttx9bQW/CRCS Growth Measure K-12 HEDI Scale - 1.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.

Targets are set by teacher and principal taking into consideration all the control factors (prior academic history, students with disabilities, English language learners, students in poverty) that are allowable by state education law 3012-C.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, July 31, 2012

Updated Friday, November 30, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS 4th Grade Science Assessment
5	5) District, regional, or BOCES–developed assessments	CRCS Developed ELA Grade 5 Assessment
6	1) Change in percentage of student performance level on State assessments	NYS Grade 6 ELA Assessment

7	1) Change in percentage of student performance level on State assessments	NYS Grade 7 ELA Assessment
8	1) Change in percentage of student performance level on State assessments	NYS Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded file CRCS Local K-12 HEDI Scale
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale

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	3) Teacher specific achievement or growth score computed locally	NYS Grade 4 Science Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Grade 5 Math Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Grade 6 Math Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	NYS Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded file CRCS Local K-12 HEDI Scale
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

described in 1) or 2), above

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

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

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

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

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

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Cuba-Rushford developed Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Cuba-Rushford developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Cuba-Rushford developed Grade 2 Assessment
3	5) District, regional, or BOCES–developed assessments	Cuba-Rushford developed Grade 3 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.

See uploaded file CRCS Local K-12 HEDI Scale

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale

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	Cuba-Rushford developed Grade K Math Ass
1	5) District, regional, or BOCES—developed assessments	Cuba-Rushford developed Grade 1 Math Assessment
2	5) District, regional, or BOCES—developed assessments	Cuba-Rushford developed Grade 2 Math Assessment
3	5) District, regional, or BOCES—developed assessments	Cuba-Rushford 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.	See uploaded file CRCS Local K-12 HEDI Scale
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cuba-Rushford developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Cuba-Rushford developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Cuba-Rushford 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.	See uploaded file CRCS Local K-12 HEDI Scale
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale

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	Cuba-Rushford developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Cuba-Rushford developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Cuba-Rushford 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	See uploaded file CRCS Local K-12 HEDI Scale
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may upload a table or graphic at 3.13, below.	
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale

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	Cuba-Rushford developed Global 1 Assessemnt
Global 2	3) Teacher specific achievement or growth score computed locally	Global 2 State Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	American History Regents Assessemnt

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.	See uploaded file CRCS Local K-12 HEDI Scale
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale

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	3) Teacher specific achievement or growth score computed locally	Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents 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.	See uploaded file CRCS Local K-12 HEDI Scale
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale

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	3) Teacher specific achievement or growth score computed locally	Algebra I Regents Assessment

Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents Assessemnt

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.	See uploaded file CRCS Local K-12 HEDI Scale
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file CRCS Local K-12 HEDI Scale

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	Cuba-Rushford developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Cuba-Rushford developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	ELA Regents 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

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)

[assets/survey-uploads/5139/157120-Rp0Ol6pk1T/Form3_12_AllOtherCourses_1.doc](#)

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/5139/157120-y92vNseFa4/CRCS Local K-12 HEDI Scale_5.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.

Please see CRCS Local K-12 HEDI Scale_1.docx

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.

The teacher's final score will be based on an average of the two measurement score. The score will be calculated by (Actual Final Exam Class Average)/(Goal for Final Exam Class Average) = Achievement Index (%)

See uploaded HEDI conversion scale

3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, July 31, 2012

Updated Tuesday, November 20, 2012

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]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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.

The remaining 60% is based in other measures of teacher/principal effectiveness consistent with standards described by the Commissioner in regulations, with the totality of points through the teacher observation process. The Danielson Teacher Rubric will be used as the observational tool for all classroom teachers. Each of the NY teaching standards will be assessed each year through the 4 Domains and each of its components.

In Appendix G, you will find the conversion chart: calculating the measure of teacher effectiveness score and measure of teacher effectiveness rating will be placed in the personal file once completed and signed. A copy will be provided to the teacher.

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/5091/157144-eka9yMJ855/CRCS 60percent - CONVERSION CHART - CALCULATING THE MEASURE OF TEACHER EFFECTIVENESS_1.doc

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.	59 to 60 points will be required for a highly effective rating which exceeds district and NYS teaching standards. Points earned during multiple observations will be averaged for a total point score.
Effective: Overall performance and results meet NYS Teaching Standards.	57 to 58.8 points will be required for an effective rating which meets district and NYS teaching standards. Points earned during multiple observations will be averaged for a total point score.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50 to 56.3 points will indicate the need for improvement in order to meet district and NYS teaching standards. Points earned during multiple observations will be averaged for a total point score.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Below 50 points will indicate overall performance and results which do not meet district and NYS teaching standards. Points earned during multiple observations will be averaged for a total point score.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, July 31, 2012

Updated Monday, November 19, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, July 31, 2012

Updated Tuesday, October 16, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/157154-Df0w3Xx5v6/Teacher Improvement Plan_1.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Procedures

To the extent that any teacher wishes to appeal a performance review and/or improvement plan under this evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to Article XIV of the Civil Service Law. The parties agree to reopen negotiations regarding the appeals process should either party request to do so.

A unit member shall have Association representation at any time during the appeal process upon the unit member's request.

A. Appeals of "ineffective" and "developing" ratings only

Appeals of annual professional performance reviews will be limited to those that rate a teacher's composite score as "ineffective" or "developing" only.

Ratings of "effective" may not be appealed, however a teacher may write a rebuttal to an effective rating. Such rebuttal will be attached to the APPR and placed in the teacher's personnel file.

B. What may be challenged in an appeal:

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

- a. The substance of the Annual Professional Performance Review.*
- b. The District's alleged failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law 3012-c and applicable rules and regulations.*
- c. The District's alleged failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures.*
- d. The District's alleged failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.*

C. Prohibition against more than one appeal

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D. Burden of proof

In an appeal, the teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

E. Timeframe for filing appeal

1. All appeals must be submitted in writing (using the form found in Appendix J) no later than 10 work days after the date when the teacher received his/her annual professional performance review composite score. In the event that composite scores are not available before the end of the normal school year and are issued during the summer months, the aforementioned appeal must be submitted in writing no later than the end of the second full week of school assuming the teacher has been issued his or her composite score. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. However, the timelines set forth in the appeal process as negotiated between the parties may be extended upon mutual agreement by both parties but will be timely and expeditious according to 3012c Education Law. A work day is defined as a day when the District is open for business including days in the summer months when students may not be present.

2. When filing an appeal in accordance with the timelines set forth in item 1 above, the teacher must submit to his or her lead evaluator (via email) a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The Superintendent and Association Co-Presidents must also be copied on the emailed appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. The teacher and the lead evaluator will meet to discuss the issue within 7 work days after the lead evaluator receives the written appeal and supporting documentation. The purpose of this meeting is to resolve the appeal. Should the parties resolve all issues regarding the appeal; the appeal will be considered resolved.

3. If the meeting between the teacher and the lead evaluator fails to result in a resolution, the teacher may submit his or her appeal and all supporting documentation to the Superintendent or his/her designee for review by a 3-person panel within 7 work days after the meeting in step 2. The panel shall consist of 2 tenured Association unit members, chosen by the Association and 1 District Administrator to be chosen by the Superintendent and/or his/her designee. The District Administrator chosen must not be the original evaluator.

Within 7 work days after receipt of the appeal, the 3-person panel will meet to consider the appeal and make a recommendation, based on consensus, on the appeal's merits. The affected teacher may present any relevant evidence or argument to the panel, with union representation present if requested by the teacher.

The panel shall forward to the Superintendent a written recommendation on the appeal within 7 work days of the panel meeting. A copy of the panel's recommendation shall also be given to the teacher.

1. The Superintendent shall review the recommendation of the panel and issue a written response to the teacher within 7 work days of receipt of the panel's appeal decision. The Superintendent's decision shall be final and binding. The Superintendent's decision is not subject to the grievance process. However, District failure to abide by the negotiated appeal process is subject to the grievance procedure.

The Superintendent has the right to affirm, modify or rescind the evaluation in question. The Superintendent may also order a new observation to take place using a different evaluator.

Copies of the Superintendent's written decision will be sent to the original evaluator and to the members of the panel. A copy of the written appeal and relevant documentation shall be given to the teacher and placed in the teacher's personnel file.

*APPENDIX J
CRCS APPR APPEALS FORM*

Teacher _____
Grade/Subject _____
Lead Evaluator _____
Date _____

Any unit member aggrieved of an APPR Composite Score rating of either "ineffective" or "developing" may challenge that APPR. Please refer to the Appeals Procedures found in the APPR for more information.

Grounds for an Appeal:

Indicate the grounds for the appeal, if there are several, they must all be indicated within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

- The substance of the Annual Professional Performance Review;
- The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law §3012-c and applicable rules and regulations;
- The district's failure to comply with applicable locally negotiated procedures;
- The district's failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under Education Law §3012-c.

Statement of Appeal

List and attach the supporting documentation

Submit all information to your Lead Evaluator within 10 work days of receipt of your composite score.

Submitted to: _____
Submitted by: _____
Date _____

*Cuba Rushford Central School District APPR Appeals
Meeting with Lead Evaluator*

Stage 1: Meeting with Lead Evaluator

Date of Meeting: _____

Issues Resolved (All, None, Some – please indicate below):

Outcome _____

Evaluator Comments:

Teacher Comments:

Teacher Signature _____ Date _____

Lead Evaluator (#1) Signature _____ Date _____

If all issues regarding the evaluation dispute have been resolved, the evaluation issue will be considered resolved and not subject to further appeal. If (all) issues regarding the evaluation dispute have not been resolved, the teacher may request to have a panel review his/her appeal per the APPR Appeal process described in the plan. This request and all supporting documentation must be forwarded to the Superintendent within 7 work days after the meeting with the lead evaluator.

Cuba Rushford Central School District APPR Appeals
Panel Review of Evaluation

Stage 2 Review of Evaluation by 3-Person Panel

Panel Members: 1. _____ (Association Representative)
2. _____ (Association Representative)
3. _____ (Administrator)

Date of Review _____

Outcome of the Review Process (check one) :

We, the Panel, agree with the first lead evaluators rating

Reason(s):

We, the Panel, do not agree with the first lead evaluators rating

Reason(s):

____ *We, the Panel could not reach consensus regarding the appeal*

Reason(s):

Within 7 work days after receipt of the appeal, the panel will meet to consider the appeal and make a recommendation to the Superintendent. This recommendation shall be sent to the Superintendent no later than 7 work days after the panel meets.

*Cuba Rushford Central School District APPR Appeals
Superintendent Review*

Stage 3 Final Decision Superintendent Review

Decision _____

Superintendent Comments:

Further Directives:

Superintendent's Signature _____

Date _____

The Superintendent will render a final, binding written decision and further directives to the teacher within seven (7) work days of the submission of the appeal from the panel to the Superintendent.

The Superintendent's decision is final and binding. The Superintendent's decision is not subject to the grievance process. However, failure to abide by the agreed upon appeal process is subject to the grievance procedure.

Copies of the appeal and all supporting documentation will be attached to the evaluation and placed in the teacher's personnel file.

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.

Certified lead evaluators were trained at CA BOCES offered workshops that spanned a total of 9 days (54 hours) and covered the following elements;

- 1. NYS Teaching Standards and the ISLLC 2008 Leadership Standards.*
- 2. Evidence-based observation techniques.*
- 3. Application and use of the student growth and value –added growth model.*
- 4. Application and use of State-approved teacher rubrics.*
- 5. Application and use of assessment tools.*
- 6. Application and use of State-approved locally developed measures of student achievement.*
- 7. Use of Statewide Instructional Reporting System.*
- 8. The scoring methodology used by the department and/or your district.*
- 9. Specific considerations in evaluating teachers of English Language.*
- 10. Inter-rater reliability.*

Continuous trainings offered by CA BOCES will be attended by certified lead evaluators throughout the course of the 2012-2013 school year. Recertification will occur annually and will be approved by the Board Of Education.

To ensure inter-rater reliability, the lead evaluators attended the same, or similar, BOCES offered workshops. Furthermore, in-house practice occurred between lead evaluators to make certain that teacher ratings were comparable.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, July 31, 2012

Updated Friday, August 24, 2012

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(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.	Above 30%, does not apply.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Above 30%, does not apply.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Above 30%, does not apply.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Above 30%, does not apply.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Above 30%, does not apply.

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.

(No response)

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, July 31, 2012

Updated Monday, November 19, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-5	(d) measures used by district for teacher evaluation	4th Grade Science Assessment
6-8	(d) measures used by district for teacher evaluation	8th Grade Science Assessment
9-12	(d) measures used by district for teacher evaluation	US History Regents

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.	See uploaded file "Append H Calculating LOCAL 15 percent for Principals.doc"
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file "Append H Calculating LOCAL 15 percent for Principals.doc"
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file "Append H Calculating LOCAL 15 percent for Principals.doc"
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file "Append H Calculating LOCAL 15 percent for Principals.doc"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded file "Append H Calculating LOCAL 15 percent for Principals.doc"

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)

[assets/survey-uploads/5366/157178-8o9AH60arN/Append H Calculating LOCAL 15 percent for Principals.doc](#)

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

(No response)

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State

Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

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

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.

There will be no locally developed controls.

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.

Should a principal choose to use multiple locally selected measures, the average of all measures would be calculated, and then put through the conversion charts that are attached in order to determine a single subcomponent HEDI category and score.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, July 31, 2012

Updated Thursday, November 15, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Please see attached document.

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/5143/157183-pMADJ4gk6R/Append I 60 percent calculation-Annual Professional Review Rubric Summary Form-Principals[1]_1.doc

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.	see attached chart and document
Effective: Overall performance and results meet standards.	see attached chart and document
Developing: Overall performance and results need improvement in order to meet standards.	see attached chart and document
Ineffective: Overall performance and results do not meet standards.	see attached chart and document

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, August 24, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	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 Tuesday, July 31, 2012

Updated Tuesday, October 16, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/157184-Df0w3Xx5v6/CRCS Principal Improvement Plan and Form_1.doc](#)

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:

A. A principal who receives a "Developing or Ineffective" rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal's personnel file until either the expiration of a thirty (30) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.

B. The principal must submit a written description of the specific areas of disagreement over his/her performance review, or the

issuance and/or implementation of the terms of his/her improvement plan. The district upon written request must provide any additional written documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law:

- Substance of evaluation
- Adherence to standards and methods
- Adherence to Commissioner's Regulation
- Compliance with negotiated procedure
- Issuance and/or compliance with terms of an improvement plan

C. A principal may not file more than one appeal on the same evaluation.

D. The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

E. An appeal must be filed no later than 15 business days of the date when the principal receives their final and complete yearly evaluation and/or improvement plan.

F. An Appeal Panel will consist of: 1 – Local tenured Administrator who holds District leadership certification, mutually agreed upon between the Superintendent and the Association President
1 – Cuba-Rushford Administrator's President or President's Designee (Association President cannot represent him/herself)
1 – Local Superintendent mutually agreed upon between the Superintendent and the Association President

G. The Superintendent will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within fifteen (15) calendar days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point (s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.

H. The Appeal Panel and appellant will meet within ten (10) calendar days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal.

I. The conclusion of the appeal process in the first year of an ineffective or developing rating, issuance of a PIP, or implementation of a PIP shall not preclude any challenge of the performance review or PYP at any subsequent 3020-a disciplinary arbitration initiated by the school district.

J. Education Law §3012-c and §30-2.11 of the Rules of the Board of Regents each provide that nothing therein shall be construed to alter or diminish the authority of the governing body of a school district of BOCES to grant or deny tenure to or terminate probationary teachers or principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

EVALUATOR TRAINING PROCESS:

Lead Evaluators must show evidence of training within all nine Lead Evaluator training criteria in order to receive district certification as a Lead Evaluator. Administrators must be certified as a Lead Evaluator in order for classroom observations that construct a teacher's APPR to be valid. The Lead Evaluator is the primary person responsible for a teacher or principal's evaluation. Lead evaluator is the person who completes and signs the summative annual professional performance review. To the extent possible the principal or his/her designee should be the lead evaluator of a classroom teacher. The lead evaluator of a principal is the superintendent or BOCES district superintendent or his/her designee.

The district will participate in ongoing professional development through our local BOCES lead evaluator program to certify and re-certify lead evaluators. Below is the schedule followed to ensure certification and re-certification as lead evaluator:

CERTIFICATION AND RE-CERTIFICATION REQUIREMENT:

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

-Lead IT - 6 hrs.

-NYSED Lead Evaluator Training - 12 hrs.

2...Evidence-based observation techniques that are grounded in research.

-Framework for Teaching - 12 hrs.

-Framework for Teaching - 6 hrs.

-Framework for Teaching - 3 hrs.

-NYSED Lead Evaluator Training - 12 hrs.

-Data Driven Instruction - 12 hrs.

-Teacher Lead Evaluator: Rubric Collaboration Practice (Rubric Specific) - 6 hrs.

-Teacher Lead Evaluator: Evidence Based Observation - 3 hrs.

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.

-Unpacking Student Learning Objectives - 4 hrs.

-Teacher Lead Evaluator: Student Learning Objectives - 3 hrs.

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.

-Framework for Teaching - 12 hrs.

-Framework for Teaching - 6 hrs.

-Framework for Teaching - 3 hrs.

-NYSED Lead Evaluator Training - 12 hrs.

-Priorities of the Frameworks for Teacher Observation and Planning - 6 hrs.

-Teacher Lead Evaluator: Rubric Collaboration Practice (Rubric Specific) - 6 hrs.

-Teacher Lead Evaluator: Evidence Based Observation - 3 hrs.

-Principal Lead Evaluator: MPPR Training - 12 hrs.

5...Application and use of any assessment tools that the school district or BOCES utilize 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.

-NYSED Lead Evaluator Training - 12 hrs.

-Unpacking Student Learning Objectives - 4 hrs.

-Teacher Lead Evaluator: Student Learning Objectives - 3 hrs.

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.

-APPR Local Assessment Vendor Presentations - Up to 6 hrs.

-Unpacking Student Learning Objectives - 4 hrs.

-Teacher Lead Evaluator: Student Learning Objectives - 3 hrs.

7...Use of the Statewide Instructional Reporting System.

Statewide Instructional Reporting System training not available as Reporting System is not developed.

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.

-NYSED Lead Evaluator Training - 12 hrs.

-Priorities of the Frameworks for Teacher Observation and Planning - 6 hrs.

-Teacher Lead Evaluator: Rubric Collaboration Practice (Rubric Specific) - 6 hrs.

-Unpacking Student Learning Objectives - 4 hrs.

-Teacher Lead Evaluator: Student Learning Objectives & Evidence Based Observation- 6 hrs.

9...Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

-NYSED Lead Evaluator Training - 12 hrs.

-Certification and Re-certification of lead evaluators:

INTER-RATER RELIABILITY:

Inter-rater reliability will be practice in house by evaluating the same teacher and lesson and comparing the evidence collected and the rating of the evidence within the rubric being utilized.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, July 31, 2012

Updated Friday, November 30, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/157180-3Uqgn5g9Iu/APPR_DISTRICT_CERTIFICATION_FORM_1_2.doc

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
English 12, Algebra 2 Non regents, Intermediate Algebra, Applied Math, Calculus, Pre-Calculus, Statistics, Government/Economics, French 1-4, Spanish 1-4, Music, Art, Technology, Physical Education, and Agriculture.	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES– developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Cuba-Rushford Grade and Subject specific assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	

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

Local Measures of Student Achievement (15 or 20 Percentage)

Scoring Procedure for Local Measure of Student Achievement

Please Note: The Local Measure of student achievement is different than the state/SLO measure.

The classroom teachers' 20% or 15% Local Measure of Student Achievement process shall be developed by an APPR committee of teachers and administrators and subject to approval by the negotiations teams of both parties. Teachers, representing various subjects and grade levels who participate in this committee, shall be appointed to this committee by the Association.

As defined in the following process, the points associated with the Local Measure of Student Achievement portion for the APPR will be negotiated by the parties and will be derived from student assessment data. The APPR committee shall determine which assessment(s) are to be used by grade level/subject area and/or teacher. The committee has the freedom to modify the choice of assessment if desired. However any other changes to the remainder of this process in its entirety may only be changed upon mutual written agreement of the Association and the District.

The specific percentage goal(s) to be measured will be determined by the teacher and the evaluator. Once the APPR committee has determined which assessments are to be used by grade level/subject area, the grade level/subject area teachers will choose which assessment should be used as the primary assessment if more than one assessment is available as determined by the APPR committee. A teacher may choose a second measure from either the primary assessment or a second measure from the secondary assessment if one is available as described above. If multiple measures are chosen, the teacher's final score shall be based on an average of the two measurement scores. The measure will reflect Building or District goals and will comply with Education Law 3012-c and the Commissioner's Regulations. Locally developed assessments will be reviewed by appropriate District personnel and certified rigorous and comparable by the Superintendent.

The committee shall meet by the end of each school year to make recommendations for change for the following year. Any changes to the evaluation procedures of teachers recommended by this committee would only be effective upon mutual written agreement of the Association and the District.

The parties recognize that the Local Measure of Student Achievement score may be dependent on the timely return of assessment data from external sources. Subsequently, teachers will not be penalized in any way because of any data not being received in a timely manner and the parties agree to negotiate any alternative measures should assessment data be unavailable or unusable.

A teacher's Local Measure of Student Achievement will be calculated using only the data from his/her classroom students **in accordance with state linkage regulations delineated in 3012c of NY Education Law**. No student's score may be excluded from the calculation

however the parties agree to allow the teacher and the evaluator to consider the following when setting/calculating a classroom teacher's Local Measure of Student Achievement goal and/or score:

1. Any student who is not on the teacher's classroom roster and/or for whom the teacher is not the student's teacher of record shall not be counted.
2. Teachers and administrator can take into consideration when setting target goals student's lack of presence from prior years in the District or classroom in accordance with state linkage rules. *
3. Teachers and administrator can take into consideration when setting target goals the number of special needs students in the classroom in accordance with state linkage rules.*

*No more than 2 points will be added to the HEDI scale.

Each teacher and his/her evaluator shall set a mutually agreed-upon performance growth goal for the students assessed. The opportunity to revise the goals will exist up until two weeks after BEDS day. Any changes made after approval of the plan need to be submitted to SED for approval. A detailed description of the calculation appears below. If the teacher and the evaluator are unable to agree to a performance growth goal, they may appeal to the Association and District APPR committee leadership for resolution.

Calculating the Local Measure of Student Achievement

As soon as possible in the school year, the evaluator and the affected teacher shall meet to review the teacher's student performance with the purpose of setting a mutually agreed-upon percentage growth goal. The growth goal shall serve as the foundation for measurement and definitive calculation for determining the teacher's Local Measure of Student Achievement. The superintendent shall certify the rigor and comparability of the measure.

All teachers in the same grade level will utilize the same assessment.

Regardless of the chosen assessment(s), the following process shall be used for calculating the classroom teacher's Local Measure of Student Achievement:

Step 1 At the beginning of each school year, the teacher and the evaluator shall meet to set the Local Measure of Student Achievement goal(s) for the school year. If both agree the evaluator and the teacher may set multiple goals for the year. The teacher goal(s) shall be based on the overall class improvement or achievement average for the given assessment. The evaluator and teacher shall discuss student/classroom performance expectations and then set a rigorous classroom average goal for each chosen assessment.

As an example, let's assume Teacher A and his evaluator are using Teacher A's previous year's regents exam as the assessment from which Teacher A's goal will be set. The evaluator and the teacher meet to discuss general student performance on the pre-assessment and other student information and determine that Teacher A's goal will be that 85% of Teacher A's students' post-assessment scores shall

be higher than their pre-assessment scores. (In this instance, it was agreed that the pre- and post-assessment would be last year’s regent’s exam for the subject.)

Step 2 Towards the end of the school year and after the post-assessment chosen in Step 1 is administered and scored the teacher and the evaluator will meet to determine to what level the teacher achieved his or her goal(s) which were set at the beginning of the school year. The actual class percentage of overall class performance “**Broad Benchmarks**” increase for the chosen assessment shall be calculated and compared to the teacher’s student percentage goal for his or her class. This comparison shall be in the form of a calculated Achievement Index as illustrated below.

Using Teacher A as the example, the goal for Teacher A was that 85% of his students’ post-assessment scores would be higher than the same students’ pre-assessment scores. Once the assessment was scored, it was determined that 71% of Teacher’s A’s students did better on the post-assessment. Using these two percentages, the Achievement Index is calculated accordingly:

$$\frac{\text{Actual Final Exam Class Average}}{\text{Goal for Final Exam Class Average}} = \text{Achievement Index (\%)}$$

Teacher A Example:

$$\frac{71\% \text{ Actual Class Average}}{85\% \text{ Goal}} = 83.5\% \text{ Achievement Index}$$

Step 3 SED requires a HEDI score and rating points be assigned to each of the subcomponents. To accomplish this, the Achievement Index must first be converted to a value between 1 and 4 to determine which of the following HEDI ratings will apply:

Level	HEDI Rating	Rating Scale (0 – 20 points)
Ineffective	1.0 – 1.4	0-2
Developing	1.5 – 2.4	3 - 8
Effective	2.5 – 3.4	9 - 17
Highly Effective	3.5 - 4	18 - 20

Using Chart 1 on page 11, the Achievement Index is converted to a value between 1 and 4. In this example, Teacher A’s Achievement Index of 83.5% converts to a HEDI rating between 3.3 and 3.4, or “Effective”.

Step 4 The Local Measure of Student Achievement subcomponent is worth a maximum of 20 points. Therefore, the Achievement Index must be converted to a value between 0 and 20. The final step in this process is completed by using the second conversion chart found on p. 11. The HEDI value calculated in step 3 is converted to a point value between 0 and 20.

In our example, Teacher A had a HEDI value of approximately 3.4. Therefore, using chart 2 on p. 11, the HEDI value of 3.4 converts to a subcomponent score of 17.1 out of a possible 20 points.

For the classroom teachers for whom there is an approved Value-Added measure for student growth in the State Assessment it is worth a maximum of 15 points and 15% of his/her Composite score shall come from the Local Measure of Student Achievement. For these classroom teachers, the HEDI score and point conversion shall be calculated using the 15 point conversion charts found on p. 6.

Level	Rating Scale	HEDI (0 – 20 points)	HEDI (0-15 points)
Ineffective	1.0 – 1.4	0-2	0-2
Developing	1.5 – 2.4	3 - 8	3-7
Effective	2.5 – 3.4	9 - 17	8-13
Highly Effective	3.5 - 4	18 - 20	14-15

Recording the Local Measure of Student Achievement Score

The Local Measure of Student Achievement score will be recorded on the Final Composite Score form (Appendix H) as illustrated below.

Subcomponent	Score
A. Student Growth Score or comparable measure (SLO) – a number between 0-20 will be recorded here.	
B. Locally selected measures of student achievement – a number between 0-20.	
C. Measure of Teacher Effectiveness – a number between 0-60.	
D. Final Score Between 0 – 100 Add A+B+C	
Maximum score 100 points	

**20 % Local Measure of Student Achievement
Conversion Charts to Teacher without VAM**

Chart 1

Converting the Percentage 0-100 Point Scale Conversion Chart*	
Growth/Achievement Index	Converted to 1-4 Rating
0	1
15	1.1
28	1.2
41	1.3
54	1.4
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4



Chart 2

Converting the 1-4 rating to a score of 0- 20 points.	
Based on a 1-4 Rubric Rating	20 Point Conversion
1	0
1.1	1
1.2	1.5
1.3	2.0
1.4	2.5
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

**Chart 2 – 20 point conversion column
will be rounded to the nearest whole
number.**

**15 % Local Measure of Student Achievement
Conversion Charts to Teacher with VAM**

Chart 1

Converting the Percentage 0-100 Point Scale Conversion Chart*	
Growth/Achievement Index	Converted to 1- 4 Rating
Ineffective	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
Highly Effective	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

Chart 2

Converting the 1-4 rating to a score of 0- 15 points.	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
0-1	0
1.1-1.2	1
1.3-1.4	2
Developing	
1.5	3
1.6-1.7	4
1.8-2.0	5
2.1-2.2	6
2.3-2.4	7
Effective	
2.5	8
2.6-2.7	9
2.8-2.9	10
3.0	11
3.1-3.2	12
3.3-3.4	13
Highly Effective	
3.5	14
3.6-4	15

**Chart 2 – 15 point conversion
column will be rounded to the
nearest whole number.**

Form 2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	English 12, Algebra 2 Non regents, Intermediate Algebra, Applied Math, Calculus, Pre-Calculus, Statistics, Government/Economics, French 1-4, Spanish 1-4, Music, Art, Technology, Physical Education, and Agriculture.	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Cuba-Rushford developed grade and subject 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.	Uploaded
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	
Effective (9 - 17 points) Results meet District goals for similar students.	
Developing (3 - 8 points) Results are below District goals for similar	

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

New York State Student Growth Measures (20 percentage points)

SED is required to score and report the teacher student growth percentile (or value added measure for applicable classroom teachers. In the event a classroom teacher is required to have an SLO the District shall provide the SLOs required in §3012-c of NYS Education Law.)

A teacher’s SED-issued student growth score or comparable measure shall be recorded on the composite score form found in Appendix H as soon as it received from the State or calculated by the District. This score shall be shared with the teacher no later than 10 work days after it was received/calculated by the District. A teacher shall not be penalized in any way should the SED-issued student growth score/SLO fail to be issued in a timely manner. The Association and the District shall meet to negotiate how such situations shall be resolved for any affected teachers.

CRCS teachers are creating their SLO using baseline data and student target goals to show student growth throughout the school year. Their percentage of success will be calculated and converted into the district developed HEDI Scale to compute their 20 points for state growth (Please see District Developed HEDI Scale below).

Teacher’s set Individual Growth Targets that will be approved by the Superintendent. The Hedi scale below represents the % of students that meet their target.

HEDI Scoring

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
95-100	90-94	86-89	84-85	83	82	81	80	79	78	77	76	75	71-74	65-70	60-64	55-59	50-54	40-49	31-39	0-30

Recording the Growth Measure of Student Achievement Score

The Growth Measure of Student Achievement score will be recorded on the Final Composite Score form (Appendix H) as illustrated below.

	Subcomponent	Score
	A. Student Growth Score or comparable measure (SLO) – a number between 0-20 will be recorded here.	
	B. Locally selected measures of student achievement – a number between 0-20.	
	C. Measure of Teacher Effectiveness – a number between 0-60.	
	D. Final Score Between 0 – 100 Add A+B+C	
	Maximum score 100 points	

APPENDIX G
CONVERSION CHART: CALCULATING THE MEASURE OF TEACHER EFFECTIVENESS

Assessment of teacher effectiveness	Score
Domain 1 Planning and Preparation (Average)	
Domain 2 The Classroom Environment (Average)	
Domain 3 Instruction (Average)	
Domain 4 Professional Responsibilities (Average)	
Subtotal	
Divide Subtotal by 4 (# items listed above)	
Final score	
HEDI Rating	
Sub-component score (using conversion chart)	

The weighted score shall be a single measure between 1 and 4 and shall receive a HEDI rating of “Ineffective”, “Developing”, “Effective”, or “Highly Effective” respectively for the purpose of assigning a HEDI rating to the Measure of Teacher Effectiveness sub-component of the overall composite score. The ranges for these HEDI ratings are:

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

Measure of Teacher Effectiveness Score

(This score is to be recorded on the Composite Score Form found in Appendix X)

Measure of Teacher Effectiveness Rating (HEDI)

cc: Personnel file (Original), Evaluator and Teacher

Converting the Measure of Teacher Effectiveness HEDI Score for Use in the Composite Score

Effectiveness Composite Score	
Ineffective 0-49	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Developing 50-56	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective 57-58	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective 59-60	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

The composite score will be rounded to the nearest whole number.

Teacher Improvement Plan (TIP)

Upon receiving a rating of “developing” or “ineffective”, a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case no later than ten days after the date on which the teachers are required to report prior to the opening of classes for the school year.

A TIP shall clearly specify:

- The specific area(s) in need of improvement
- Statement of goals and objectives
- List of activities
- Tentative timetable
- Method of assessment

The TIP process is as follows:

- The TIP plan found in Appendix I is to be signed by the teacher and the administrator.
- Within ten (10) weeks after development of the (TIP), the administrator will observe the teacher at least two (2) times to assess the teacher’s progress towards the goals of the PDP.
- By no later than two weeks after the completion of the TIP, the teacher shall submit a final written report of what she/he did and learned. Both the teacher and the administrator will complete the CRCS TIP Form (Appendix I) as appropriate.
- Within one week of receipt of the final written report and the summative evaluation form, the teacher and administrator will meet to discuss the report and evaluation form. The administrator and/or teacher may add comments. The final staff evaluation form will be typed, signed by both teacher and administrator. This will be filed in the personnel file indicating whether the criteria for the TIP have been met or not.
- After the plan has been signed it will be determined whether a new plan must be implemented or whether the teacher has successfully completed all TIP requirements.

If the administrator determines that the teacher continues to be “in need of improvement,” he/she will note such determination in the suggestions and discussion section of the final evaluation and a new TIP will be created and implemented following the same procedure.

If the teacher is no longer “in need of improvement” at the end of any TIP it will be noted in the suggestion and discussion section of the Summative Evaluation Form.

Note: The time periods stated may be modified by agreement between the teacher and the administrator

APPENDIX I

CRCS TEACHER IMPROVEMENT PLAN (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____
 Grade/Subject _____
 Evaluator _____
 [Teacher Association Representative _____]
 Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher **yes** **no**

Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator’s Signature _____
 Date _____

Teacher’s Signature _____
 Date _____

Meeting Dates				
----------------------	--	--	--	--

Meeting Date _____

Evaluator Comments

Teacher Comments

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

Next Steps

Evaluator's Signature _____
Date _____

Teacher's Signature _____
Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 work days, which may be considered during the Appeals process.

Calculating 15 percent locally selected measures of Student achievement - Principal

The Principal's rating will drive how many points the principal will receive toward the composite score. In this subcomponent, the principal score should first be rated on a 1-4 scale according to his or her average student scores on the assessments. The rating will determine where the principal falls in the HEDI categories, and then the points are applied.

Using a 0-100 Point Scale

- When the local selects assessments scored on a 0-100 scale, they should be converted to a 1-4 scale to determine the rating category. The attached conversion shows how this can be done.

Mixed Model

- When the local selects assessments scored on 1-4 rubrics and 1-100 scales, convert the average scores for each assessment using locally negotiated conversion scales for each. Calculate the outcome based on negotiated weights of each assessment.

Converting to Subcomponent Score

- Once you have the average rating, it should be converted to a sub-component score using the attached chart.

SEE THE FOLLOWING PAGES...

**15 % Local Measure of Student Achievement
Conversion Charts to Principals with VAM**

Converting the Percentage 0-100 Point Scale Conversion Chart*	
Average score on selected assessments	Converted to 1-4 Rating
Ineffective	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
Highly Effective	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

Converting the 1-4 rating to a score of 0- 15 points.	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
0-1	0
1.2	1
1.3-1.4	2
Developing	
1.5	3
1.6-1.7	4
1.8-2.0	5
2.1-2.2	6
2.3-2.4	7
Effective	
2.5	8
2.6-2.7	9
2.8-2.9	10
3.0	11
3.1-3.2	12
3.3-3.4	13
Highly Effective	
3.5	14
3.6-4	15

Chart 2 – 15 point conversion column will be rounded to the nearest whole number.

CRCS Principal Improvement Plan:

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced not later than ten (10) days after the start of a school year. The Superintendent, in conjunction with the principal and possibly a colleague of choice, must develop an improvement plan that contains:

- A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
- Specific improvement goal/outcome statements.
- Specific improvement action steps/activities.
- An agreed upon timeline for improvement will be determined by Principal and Superintendent.
- Required and accessible resources to achieve goal.
- A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings will occur at least twice during the year. After each scheduled meeting, the Superintendent will provide written formative feedback within 7 school days.
- A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
- A formal, final written summative assessment delineating progress made with an opportunity for comments by the Principal.

In the event a principal receives a “Developing or Ineffective” rating, and does not wish to appeal the rating, a PIP will be collaboratively constructed between the Superintendent or Superintendent’s designee and Principal.

Principal Improvement Plan Form is Appendix K

Principal Improvement Plan

NAME _____

SCHOOL BUILDING/POSTIION _____

ACADEMIC YEAR _____

Deficiency that promulgated the “developing or ineffective” performance rating:

Improvement Goal/Outcome: _____

Action Steps/Activities: _____

Timeline for completion: _____

Required and Accessible Resources (Professional Development) including responsibility for provision: _____

Date(s) for formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December _____

March _____

Other if needed _____

Evidence of Goal Achievement: _____

Administrator Signature: _____

Date: _____

Superintendent Signature: _____

Date: _____

Cuba-Rushford Central School District

Annual Professional Performance Review
Rubric Summary Form

Name: _____
 Position: _____

Bldg/Dept. _____
 Evaluator: _____

CRITERIA	I	D	E	HE	EVIDENCE
Domain 1 – Shared Vision of Learning An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.					
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I	D	E	HE	EVIDENCE
Domain 2 – School Culture and Instructional Program An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.					
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strategic Planning Process; monitoring/inquiry (the implementation and stewardship of goals, decisions and actions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I D E HE				EVIDENCE
Domain 3 – Safe, Efficient, Effective Learning Environment An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.					
CapacityBuilding (developing potential and tapping existing internal expertise to promote learning and improve practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I D E HE				EVIDENCE
Domain 4 – Community An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.					
Strategic Planning Process: Inquiry (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I	D	E	HE	EVIDENCE
Domain 5 – Integrity, Fairness, Ethics An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.					
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I	D	E	HE	EVIDENCE
Domain 6 – Political, Social, Economic, Legal and Cultural Context An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.					
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SUMMARY COMMENTS		
Date:	Time in:	Time out:
Announced: <input type="checkbox"/>	Unannounced: <input type="checkbox"/>	Number of Students:
Brief description of the lesson/observation:		

Date:	Time in:	Time out:
Announced: <input type="checkbox"/>	Unannounced: <input type="checkbox"/>	Number of Students:
Brief description of the lesson/observation:		
Date:	Time in:	Time out:
Announced: <input type="checkbox"/>	Unannounced: <input type="checkbox"/>	Number of Students:
Brief description of the lesson/observation:		
COMMENTS BY ADMINISTRATOR		
<p>Non-Tenured <input type="checkbox"/></p> <p>Tenured <input type="checkbox"/></p>		

OVERALL EVALUATION:

Highly Effective	<input type="checkbox"/>
Effective	<input type="checkbox"/>
Developing	<input type="checkbox"/>
Ineffective	<input type="checkbox"/>

Superintendent's Signature/Date

Administrator's Signature/Date

Name of Principal:

School Year:

DOMAIN	Highly Effective	Effective	Developing	Ineffective
Shared vision of learning		3		
School Culture and Instructional Program	4			
Safe, Efficient, Effective Learning Environment				
Community		3		
Integrity, Fairness, Ethics			2	
Political, Social, Economic, Legal and Cultural Context	4			

Subtotal of observation and evidence column	8	6	2
Divide by the number of standards evaluated in each column	$8/2 = 4$	$6/2 = 3$	$2/2 = 1$
Average the final scores	$8/3 = 2.67$		
Total score of Professional Practice 1-4 Rating	2.67		
HEDI Rating	Effective		
Sub-component score	57.4		

Overall Rating: _____ Highly Effective Effective Developing Ineffective
 (Circle one)

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	

1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60.25 (round to 60)

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: 11/30/2012



Teachers Union President Signature: Date: 11/30/2012



Administrative Union President Signature: Date: 11/30/2012



Board of Education President Signature: Date: 11/30/2012

