



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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June 9, 2014

**Revised**

Donald R. Covell, Superintendent  
Dalton-Nunda Central School District (Keshequa)  
13 Mill Street  
Nunda, NY 14517

Dear Superintendent Covell:

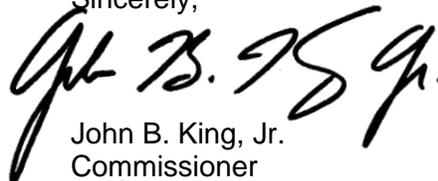
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Kevin MacDonald

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 241101040000

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

241101040000

#### 1.2) School District Name: DALTON-NUNDA CSD (KESHEQUA)

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

DALTON-NUNDA CSD (KESHEQUA)

#### 1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, May 13, 2014

### Page 1

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

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

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

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

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

For core subjects: 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 3<sup>rd</sup> party assessments; or  
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	GVEP BOCES Regionally-Developed Kindergarten ELA Summative Assessment
1	District, regional, or BOCES-developed assessment	GVEP BOCES Regionally-Developed 1st Grade ELA Summative Assessment
2	District, regional, or BOCES-developed assessment	GVEP BOCES Regionally-Developed 2nd Grade ELA Summative 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 measuring student growth on the assessments listed for this Task.

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

At the beginning of the school year pre-assessments and other information the teacher deems necessary will be reviewed or administered in order to obtain a base-line of student’s knowledge. From this base line a teacher will create individual targets for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). Principals will approve all targets. Scores will be based on the percentage of students reaching the target which will then be converted to determine the teacher’s State 20 % Score using the chart below in 2:11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100 percent of students meets targeted expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-85 percent of students meets targeted expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54 percent of students meets targeted expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29 percent of students meets targeted expectations.

## 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	GVEP BOCES Regionally Developed Kindergarten Math Summative Assessment
1	District, regional, or BOCES-developed assessment	GVEP BOCES Regionally Developed 1st Grade Math Summative Assessment
2	District, regional, or BOCES-developed assessment	GVEP BOCES Regionally Developed 2nd Grade Math Summative 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	At the beginning of the school year pre-assessments and other information the teacher deems necessary will be reviewed or administered in order to obtain a base-line of student's knowledge. From this base line a teacher will create individual targets for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). Principals will approve all targets. Scores will be based on the percentage of students reaching the target which will then be converted to determine the teacher's State 20 % Score using the chart below in 2:11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100 percent of students meets targeted expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-85 percent of students meets targeted expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54 percent of students meets targeted expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29 percent of students meets targeted expectations.

## 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	Dalton-Nunda District-Developed 6th Grade Science Summative Assessment
7	District, regional or BOCES-developed assessment	Dalton-Nunda District-Developed 7th Grade Science Summative 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	At the beginning of the school year pre-assessments and other information the teacher deems necessary will be reviewed or administered in order to obtain a base-line of student's knowledge. From this base line a teacher will create individual targets for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). Principals will approve all targets. Scores will be based on the percentage of students reaching the target which will then be converted to determine the teacher's State 20 % Score using the chart below in 2:11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100 percent of students meets targeted expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-85 percent of students meets targeted expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54 percent of students meets targeted expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29 percent of students meets targeted expectations.

## 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	Dalton-Nunda District-Developed 6th Grade Social Studies Summative Assessment
7	District, regional or BOCES-developed assessment	Dalton-Nunda District-Developed 7th Grade Social Studies Summative Assessment
8	District, regional or BOCES-developed assessment	Dalton-Nunda District-Developed 8th Grade Social Studies Summative 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	At the beginning of the school year pre-assessments and other information the teacher deems necessary will be reviewed or administered in order to obtain a base-line of student's knowledge. From this base line a teacher will create individual targets for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). Principals will approve all targets. Scores will be based on the percentage of students reaching the target which will then be converted to determine the teacher's State 20 % Score using the chart below in 2:11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100 percent of students meets targeted expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	55-85 percent of students meets targeted expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	30-54 percent of students meets targeted expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29 percent of students meets targeted expectations.

## 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	GVEP BOCES Regionally Developed Global 1 Summative 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	At the beginning of the school year pre-assessments and other information the teacher deems necessary will be reviewed or administered in order to obtain a base-line of student's knowledge. From this base line a teacher will create individual targets for student growth that is reasonable and measurable over the course of the school year (or semester for half year
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courses). Principals will approve all targets. Scores will be based on the percentage of students reaching the target which will then be converted to determine the teacher's State 20 % Score using the chart below in 2:11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100 percent of students meets targeted expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	55-85 percent of students meets targeted expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	30-54 percent of students meets targeted expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29 percent of students meets targeted expectations.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	At the beginning of the school year pre-assessments and other information the teacher deems necessary will be reviewed or administered in order to obtain a base-line of student's knowledge. From this base line a teacher will create individual targets for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). Principals will approve all targets. Scores will be based on the percentage of students reaching the target which will then be converted to determine the teacher's State 20 % Score using the chart below in 2:11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100 percent of students meets targeted expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	55-85 percent of students meets targeted expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	30-54 percent of students meets targeted expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29 percent of students meets targeted expectations.

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	At the beginning of the school year pre-assessments and other information the teacher deems necessary will be reviewed or administered in order to obtain a base-line of student's knowledge. From this base line a teacher will create individual targets for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). Principals will approve all targets. Scores will be based on the percentage of students reaching the target which will then be converted to determine the teacher's State 20 % Score using the chart below in 2:11.  For students in CCLS courses, the district will be administering both the NYS Integrated Algebra Regents and the NYS Common Core Algebra I Regents. The district will use the higher of the two scores for teacher evaluation purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100 percent of students meets targeted expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	55-85 percent of students meets targeted expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	30-54 percent of students meets targeted expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29 percent of students meets targeted expectations.

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

High School English Courses	Assessment
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Grade 9 ELA	District, regional or BOCES-developed assessment	GVEP BOCES-Developed ELA 9th Grade ELA Summative Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GVEP BOCES-Developed ELA 10th Grade ELA Summative Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment and NYS Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	At the beginning of the school year pre-assessments and other information the teacher deems necessary will be reviewed or administered in order to obtain a base-line of student's knowledge. From this base line a teacher will create individual targets for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). Principals will approve all targets. Scores will be based on the percentage of students reaching the target which will then be converted to determine the teacher's State 20 % Score using the chart below in 2:11. In CCLS courses, Dalton-Nunda CSD may offer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. In cases where a student takes both assessments, the higher of the two will be used for SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100 percent of students meets targeted expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	55-85 percent of students meets targeted expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	30-54 percent of students meets targeted expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29 percent of students meets targeted expectations.

## 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
All Other High School Core Courses	District, Regional or BOCES-developed	Course and Grade Specific GVEP BOCES Developed Summative Assessment
All Other High School, Middle School and Elementary School non-Core Courses	District, Regional or BOCES-developed	Grade and Subject/Course Specific Dalton-Nunda District-Developed Summative 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 measuring student growth on the assessments listed for this Task.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>At the beginning of the school year pre-assessments and other information the teacher deems necessary will be reviewed or administered in order to obtain a base-line of student's knowledge. From this base line a teacher will create individual targets for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). Principals will approve all targets. Scores will be based on the percentage of students reaching the target which will then be converted to determine the teacher's State 20 % Score using the chart below in 2:11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>86-100 percent of students meets targeted expectations.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>55-85 percent of students meets targeted expectations.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>30-54 percent of students meets targeted expectations.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-29 percent of students meets targeted expectations.</p>

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/214295-TXEttx9bQW/SLO CONVERSION CHART for Review Room.doc

## 2.12) Locally Developed Controls

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

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

None

## 2.13) Teachers with more than one growth measure

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

grade math courses.)

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, May 23, 2014

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
5	6(ii) School wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
6	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments
7	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments
8	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments

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.	The average level of performance will be calculated using the state results of the New York State Math 3-5 and ELA 3-5 or the New York State Math 6-8 and ELA 6-8 assessments. The methodology for determining a point value will include calculating the number of students within each of the four
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performance levels (1,2,3,4) and multiplying the number of students within said performance level by the numerical value assigned to the performance level (example: number of students x 1 - Not Meeting Learning Standards) for the Math exam. This process will be applied to each of the four performance levels, each of the four scores will be added together to get one larger number. This number then will be divided by the total number of students to determine an average level of performance which will then be converted to HEDI point scores (see uploaded chart). All teachers K-5 will receive the same score, based on the combined New York State Math 3-5 and ELA 3-5; all teachers 6-8 will receive the same score based on the combined New York State Math 6-8 and ELA 6-8 Assessments.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 3.5 to 4.0 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 2.5 to 3.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 1.5 to 2.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 1.0 to 1.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
5	6(ii) School wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
6	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments
7	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments
8	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments

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.	The average level of performance will be calculated using the state results of the New York State Math 3-5 and ELA 3-5 or the New York State Math 6-8 and ELA 6-8 assessments. The methodology for determining a point value will include calculating the number of students within each of the four performance levels (1,2,3,4) and multiplying the number of students within said performance level by the numerical value assigned to the performance level (example: number of students x 1 - Not Meeting Learning Standards) for the Math exam. This process will be applied to each of the four performance levels, each of the four scores will be added together to get one larger number. This number then will be divided by the total number of students to determine an average level of performance which will then be converted to HEDI point scores (see uploaded chart). All teachers K-5 will receive the same score, based on the combined New York State Math 3-5 and ELA 3-5; all teachers 6-8 will receive the same score based on the combined New York State Math 6-8 and ELA 6-8 Assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 3.5 to 4.0 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 2.5 to 3.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 1.5 to 2.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 1.0 to 1.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1001836-rhJdBgDruP/Local Measures Scale for Review Room.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
1	6(ii) School-wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
2	6(ii) School-wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
3	6(ii) School-wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments

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

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

assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The average level of performance will be calculated using the state results of the New York State Math 3-5 and ELA 3-5. The methodology for determining a point value will include calculating the number of students within each of the four performance levels (1,2,3,4) and multiplying the number of students within said performance level by the numerical value assigned to the performance level (example: number of students x 1 - Not Meeting Learning Standards) for the Math exam. This process will be applied to each of the four performance levels, each of the four scores will be added together to get one larger number. This number then will be divided by the total number of students to determine an average level of performance which will then be converted to HEDI point scores (see uploaded chart). All teachers K-5 will receive the same score, based on the combined New York State Math 3-5 and ELA 3-5.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An average level performance of 3.5 to 4.0 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An average level performance of 2.5 to 3.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An average level performance of 1.5 to 2.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An average level performance of 1.0 to 1.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.</p>

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
1	6(ii) School-wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
2	6(ii) School-wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
3	6(ii) School-wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The average level of performance will be calculated using the state results of the New York State Math 3-5 and ELA 3-5. The methodology for determining a point value will include calculating the number of students within each of the four performance levels (1,2,3,4) and multiplying the number of students within said performance level by the numerical value assigned to the performance level (example: number of students x 1 - Not Meeting Learning Standards) for the Math exam. This process will be applied to each of the four performance levels, each of the four scores will be added together to get one larger number. This number then will be divided by the total number of students to determine an average level of performance which will then be converted to HEDI point scores (see uploaded chart). All teachers K-5 will receive the same score, based on the combined New York State Math 3-5 and ELA 3-5.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An average level performance of 3.5 to 4.0 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An average level performance of 2.5 to 3.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An average level performance of 1.5 to 2.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An average level performance of 1.0 to 1.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.</p>

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments
7	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments
8	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments

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.	The average level of performance will be calculated using the state results of the New York State Math 6-8 and ELA 6-8 assessments. The methodology for determining a point value will include calculating the number of students within each of the four performance levels (1,2,3,4) and multiplying the number of students within said performance level by the numerical value assigned to the performance level (example: number of students x 1 - Not Meeting Learning Standards) for the Math exam. This process will be applied to each of the four performance levels, each of the four scores will be added together to get one larger number. This number then will be divided by the total number of students to determine an average level of performance which will then be converted to HEDI point scores (see uploaded chart). All teachers 6-8 will receive the same score, based on the combined New York State Math 6-8 and ELA 6-8 Assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 3.5 to 4.0 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 2.5 to 3.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 1.5 to 2.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 1.0 to 1.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments
7	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments
8	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The average level of performance will be calculated using the state results of the New York State Math 6-8 and ELA 6-8 assessments. The methodology for determining a point value will include calculating the number of students within each of the four performance levels (1,2,3,4) and multiplying the number of students within said performance level by the numerical value assigned to the performance level (example: number of students x 1 - Not Meeting Learning Standards) for the Math exam. This process will be applied to each of the four performance levels, each of the four scores will be added together to get one larger number. This number then will be divided by the total number of students to determine an average level of performance which will then be converted to HEDI point scores (see uploaded chart). All teachers 6-8 will receive the same score, based on the combined New York State Math 6-8 and ELA 6-8 Assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 3.5 to 4.0 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 2.5 to 3.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 1.5 to 2.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An average level performance of 1.0 to 1.4 is considered highly effective achievement (see chart attached). The average level of performance listed is the minimum level needed to achieve the corresponding HEDI score.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams
American History	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The average of each student's scores on each of the five Regents exams necessary for graduation will be calculated. The average of all combined scores will be applied to the attached 0-100 conversion chart.</p> <p>For students in CCLS classes, where a student takes both the NYS Comprehensive English Regents and the NYS Common Core English Regents, the higher of the two scores will be used in calculating the average.</p> <p>For students in CCLS classes, where a student takes both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents, the higher of the two scores will be used in calculating the average.</p> <p>The five Regents scores to be used will be:  1- The higher of the two exam scores for either the NYS Common Core Algebra, or the NYS Algebra I Regents,  2 - The higher of the two exams scores for either the NYS Comprehensive English Regents or the NYS Common Core English Regents,  3 - The NYS Global History Regents,  4 - The NYS US History Regents,  5 - The NYS Living Environment Regents.</p> <p>All Grades 9-12 High School teachers will receive the same score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An 85-100 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An 65-84 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An 55-64 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An 0-54 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.</p>

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams
Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams
Physics	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The average of each student's scores on each of the five Regents exams necessary for graduation will be calculated. The average of all combined scores will be applied to the attached 0-100 conversion chart.</p> <p>For students in CCLS classes, where a student takes both the NYS Comprehensive English Regents and the NYS Common Core English Regents, the higher of the two scores will be used in calculating the average.</p> <p>For students in CCLS classes, where a student takes both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents, the higher of the two scores will be used in calculating the average.</p> <p>The five Regents scores to be used will be:</p> <ol style="list-style-type: none"> <li>1- The higher of the two exam scores for either the NYS Common Core Algebra, or the NYS Algebra I Regents,</li> <li>2 - The higher of the two exams scores for either the NYS Comprehensive English Regents or the NYS Common Core English Regents,</li> <li>3 - The NYS Global History Regents,</li> <li>4 - The NYS US History Regents,</li> <li>5 - The NYS Living Environment Regents.</li> </ol> <p>All Grades 9-12 High School teachers will receive the same score.</p>
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

An 85-100 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the

corresponding HEDI points.

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

An 65-84 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.

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

An 55-64 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.

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

An 0-54 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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

The average of each student's scores on each of the five Regents exams necessary for graduation will be calculated. The average of all combined scores will be applied to the attached 0-100 conversion chart.

For students in CCLS classes, where a student takes both the NYS Comprehensive English Regents and the NYS Common Core English Regents, the higher of the two scores will be used

in calculating the average.

For students in CCLS classes, where a student takes both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents, the higher of the two scores will be used in calculating the average.

The five Regents scores to be used will be:

- 1- The higher of the two exam scores for either the NYS Common Core Algebra, or the NYS Algebra I Regents,
- 2 - The higher of the two exams scores for either the NYS Comprehensive English Regents or the NYS Common Core English Regents,
- 3 - The NYS Global History Regents,
- 4 - The NYS US History Regents,
- 5 - The NYS Living Environment Regents.

All Grades 9-12 High School teachers will receive the same score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An 85-100 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An 65-84 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An 55-64 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An 0-54 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The average of each student's scores on each of the five Regents exams necessary for graduation will be calculated. The average of all combined scores will be applied to the attached 0-100 conversion chart.</p> <p>For students in CCLS classes, where a student takes both the NYS Comprehensive English Regents and the NYS Common Core English Regents, the higher of the two scores will be used in calculating the average.</p> <p>For students in CCLS classes, where a student takes both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents, the higher of the two scores will be used in calculating the average.</p> <p>The five Regents scores to be used will be:</p> <ol style="list-style-type: none"> <li>1- The higher of the two exam scores for either the NYS Common Core Algebra, or the NYS Algebra I Regents,</li> <li>2 - The higher of the two exams scores for either the NYS Comprehensive English Regents or the NYS Common Core English Regents,</li> <li>3 - The NYS Global History Regents,</li> <li>4 - The NYS US History Regents,</li> <li>5 - The NYS Living Environment Regents.</li> </ol> <p>All Grades 9-12 High School teachers will receive the same score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An 85-100 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An 65-84 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An 55-64 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An 0-54 average of all five Regents exams listed above will be considered highly effective (see chart attached). The range listed is the minimum points needed to achieve the corresponding HEDI points.</p>

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses K-5	6(ii) School wide measure computed locally	Grades 3-5 New York State ELA and Math Assessments
All other courses 6-8	6(ii) School wide measure computed locally	Grades 6-8 New York State ELA and Math Assessments
All other courses 9-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam, NYS Common Core English Regents Exam, NYS Integrated Algebra Regents Exam, NYS Common Core Algebra Regents, NYS Global History Regents, NYS US History Regents and NYS Living Environment Regents Exams

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

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

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

For all other teachers K-5, the average level of performance will be calculated using the state results of the New York State Math 3-5 and ELA 3-5. For all other teachers 6-8, the average level of performance will be calculated using the state results of the New York State Math 6-8 and ELA 6-8 assessments. The methodology for determining a point value will include calculating the number of students within each of the four performance levels (1,2,3,4) and multiplying the number of students within said performance level by the numerical value assigned to the performance level (example: number of students x 1 - Not Meeting Learning Standards) for the Math exam. This process will be applied to each of the four performance levels, each of the four scores will be added together to get one larger number. This number then will be divided by the total number of students to determine an average level of performance which will then be converted to HEDI point scores (see uploaded chart). All teachers K-5 will receive the same score, based on the combined New York State Math 3-5 and ELA 3-5; all teachers 6-8 will receive the same score based on the combined New York State Math 6-8 and ELA 6-8 Assessments. For all other teachers grades 9-12, the average of the five regents examination for graduation will be calculated. The average of each student's scores on each of the five Regents exams necessary for graduation will be calculated. The average of all combined scores will be applied to the attached 0-100 conversion chart.

For grades 9-12 students in CCLS classes, where a student takes both the NYS Comprehensive English Regents and the NYS Common Core English Regents, the higher of the two scores will be used in calculating the average.

For students in CCLS classes, where a student takes both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents, the higher of the two scores will be used in calculating the average.

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

See chart attached.

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

See chart attached.

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

See chart attached.

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

See chart attached.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1001836-y92vNseFa4/Local Measures Scale for Review Room - 20PT\_1.doc

### 3.14) Locally Developed Controls

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

No local adjustments.

### 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.

Not applicable

### 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, April 30, 2013

Updated Tuesday, April 22, 2014

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
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Second Rubric, if applicable	(No response)
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#### 4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

- a. For tenured unit members, yearly evaluations will consist of a minimum of two observations (One announced and one unannounced).
- b. For non-tenured members, yearly evaluations will consist of a minimum of three (3) observations (Two (2) announced and one (1) unannounced).
- c. In addition to the observations, there will be two (2) collegial conversations between a member and an administrator during the school year and additional meetings may be scheduled as needed.
- d. Unit members will be evaluated in each of the four domains of the Danielson Framework for Teaching (2011 Revised Edition). Evidence for each component is being collected throughout the year and scored at the end of the year.
- e. End of year scores will be calculated by assigning a rating to evidence collected for component areas observed or demonstrated. A corresponding number will be assigned to each rating. (4 for Highly Effective, 3 for Effective, 2 for Developing, and 1 for Ineffective)

Each subcomponent score will have equal weight in calculating the average.

f. The final rubric score will be calculated by averaging the total of all subcomponent scores. The average score shall be converted to a 0-60 score based on the conversion chart attached below. Rounding rules will apply (all decimal values will be rounded down). The values listed on the chart are the minimum values necessary to achieve the corresponding HEDI point value.

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/5091/219813-eka9yMJ855/Other Measures 60 Point Conversion Scale.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.	Teachers who score 3.5 - 4.0 as outline above will have an overall scoring range of 59-60 based on the conversion chart attached under 4.5 above
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who score 2.5-3.4 as outline above will have an overall scoring range of 57-58 based on the conversion chart attached under 4.5 above
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who score 1.5-2.4 as outline above will have an overall scoring range of 50-56 based on the conversion chart attached under 4.5 above
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who score 1.0-1.4 as outline above will have an overall scoring range of 0-49 based on the conversion chart attached under 4.5 above

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
-

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

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, October 01, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall  
Composite Score

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

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, October 01, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/219835-Df0w3Xx5v6/Teacher Improvement Plan.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 PROCESS

##### Eligibility

Appeals are limited to tenured teachers with a composite rating of "Ineffective" or "Developing". AND whose 60 point rating is lower than either of their 20 point ratings. Unit members may submit written rebuttals of determinations of "Effective" and "Highly

Effective” if desired, but may not appeal such ratings at this time.

#### Subjects for Appeals

Appeals are limited to adherence to commissioner’s regulations, compliance to negotiated procedures, and adherence to education law. Additionally, areas designated by the teacher in the Running Record, with their supporting documentation attached at the time, in the observation process that are contrary to the evaluator’s ratings, may serve as the basis for an appeal subject to the criteria as outlined above.

#### One Appeal

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan (TIP). All grounds for appeal, as outlined above, must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

#### Burden of Proof

The teacher filing the appeal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which relief is sought.

#### Decision-Making

Appeals shall be submitted to the Superintendent. Upon receipt of such appeal, the Superintendent, or designee, shall notify the President of the Association. A committee of two [2] teachers, who have received a composite rating of Effective or Highly Effective, selected by the President of the Association, and two [2] administrators, neither of whom evaluated the appellant, selected by the Superintendent, or designee, shall be convened to hear the appeal. If a Principal is selected to the committee, he/she must also have received a composite rating of Effective or Highly Effective.

#### Decision

A majority opinion is required to sustain the appeal. The decision shall be based on the written record, comprised of the teacher’s appeal papers and any documentary evidence which accompanied the appeal, as well as the District’s response to the appeal and additional documentary evidence, (written, tangible, or otherwise) submitted with such papers. Such decision shall be final and binding on the parties, and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained in the parties’ collective bargaining agreement. A written decision, sustaining or denying the appeal, shall be sent to the appellant, evaluator of the appellant, and Superintendent, setting forth the reasons and factual basis for each determination on each of the specific issues raised by the appeal. If the appeal is sustained, the rating may be modified or set aside (new evaluation in whole or in part). In the case of a 2-2 split, while the appeal is denied, the rationale for both views will be stated in writing.

#### Timeframe

All appeals must be submitted, in writing, to the Superintendent no later than ten [10] calendar days from receipt of the composite score. The evaluator of the appellant has five [5] calendar days to respond to the appeal upon notification from the committee. The committee has ten [10] calendar days, from receipt of the above information, to meet, render a decision and notify all parties of said decision.

#### Exclusivity of Appeal Procedure

The appeal procedure shall constitute the exclusive means for challenging any rating, scoring, or element of observation/evaluation commentary related to a teacher’s APPR or TIP.

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

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

#### EVALUATOR TRAINING:

1. The District will certify lead evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation 30-2. [30-2.9(a)]
2. The District will ensure training of evaluators and lead evaluators through the Genesee Valley BOCES Educational Partnership and other neighboring BOCES RTTT Evaluator Training programs throughout the school year. Evaluators will complete a minimum of 4 hours of training. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law 3012-c. Evaluators will attend this BOCES training throughout the year. This training will include the following Requirements for Lead Evaluators/Evaluators: of training per each of the required components, including but not limited to:

- a. NYS Teaching and Leadership Standards
- b. Evidence-Based Observation Techniques
- c. Application and use of Student Growth and Value-Added Models
- d. Application and Use of State-Approved Rubrics
- e. Application and Use of State-Approved Locally Developed Measures of Student Achievement
- f. Use of the Statewide Instructional Reporting System
- g. The Scoring Methodology Used by the Department and/or Your District
- h. Specific Considerations in Evaluating Teachers and Principals of ELL and SWD
- i. Work Toward Inter-Rater Reliability

3. School visits required by this APPR plan may be commenced the first day of school for students, provided of course, that the administrator performing such visits are properly credentialed school administrators for such purpose. [30-2.9(a)]

#### INTER-RATER RELIABILITY

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the Genesee Valley BOCES Educational Partnership and other neighboring BOCES RTTT Evaluator Training programs in maintaining inter-rater reliability. As part of such training, Lead Evaluators will participate in activities to promote inter-rater reliability at least three times per school year.

#### RECERTIFICATION

Lead evaluators and evaluators who received initial certification will be recertified with at least four hours of trainings to review the process for effectively conducting observations through the collection of evidence, bias-awareness exercises and calibration of ratings..

## 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, April 30, 2013

Updated Tuesday, February 11, 2014

## Page 1

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

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

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

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

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

K-5
6-12

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Both building principals will have SED provided Growth measures, so HEDI ratings will be consistent with SED rating categories.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, May 23, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Genesee Valley Educational Partnership developed ELA summative assessments Grades K, 1, 2
6-12	(d) measures used by district for teacher evaluation	New York State Assessments for ELA and Math in grades 6, 7, and 8 and the following New York State Regents Exams: NYS Comprehensive English Regents, NYS Common Core English Regents, NYS Global Regents, NYS U.S. History Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and the NYS Living Environment Regents Exams.

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The K-5 Principal will receive a Local Measure of Achievement based on the percentage of students who meet or exceed established proficiency benchmarks for grades K-2 on Genesee Valley Educational Partnership summative assessments in ELA. Proficiency is defined as earning a 65% or higher score on the assessment. HEDI Methodology: Determine what percentage of all students taking the Genesee Valley Educational Partnership developed ELA summative assessment in grades K, 1, and 2 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed ELA summative assessments in grades K, 1, and 2 and dividing that number by the total number of students who took the exam. The resulting percent will be applied to the attached HEDI chart.</p> <p>The 6-12 Principal will receive a Local Measure of Achievement based on the average percentage of students passing the “gatekeeper” Regents exams in English, Global, U.S. History, Algebra I, Living Environment, and the New York</p>
--	--

State ELA and Math assessments in grades 6, 7, and 8. Note that for students enrolled in CCLS Algebra courses who will be taking both the NYS Common Core Algebra Regents and the NYS Algebra I Regents, the higher of the scores will be used for this purpose. In addition, for students that are enrolled in CCLS English courses who are taking both the NYS Comprehensive English Regents and the NYS Common Core English Regents, the higher of the two scores will be used for this purpose. Proficiency is defined as earning a 65 or higher score on the assessment. HEDI Methodology: 11 content area assessments will be utilized. Part 1: Determine what percentage of all students taking the five gatekeeper Regents earned a score of 65 or higher. This will be done by taking the total number of students that scored a 65 or higher on all five Regents exams and dividing that number by the total number of students who took all five Regents exams (Students taking more than one Regents for a single course, whose higher of two scores will be used, will only be counted as a single student in this calculation). Part 2: Determine what percentage of all 6th, 7th and 8th grade students taking the New York State ELA and Math assessments earned a level 3 or higher. This will be done by taking the total number of students that scored a 3 or higher on all Grades 6, 7, and 8 New York State ELA and Math assessments and dividing that number by the total number of students. Part 3: The final two averages from Part 1 and Part 2 will be added together and divided by 2 for the final building wide average. This will be the average used to compute the HEDI score.

Principals will receive a rating of Highly Effective if results are well above the District goal (86-100% of students reached the target). Principals will receive a rating of Effective if results meet the district goal (55-85% of students reached the target). Principals will receive a rating of Developing if results are below the District goal (30-54% of students met the target). Principals will receive a rating of Ineffective if results are well below the District goal (0-29% of students met the target)

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Highly Effective if results are well above the District goal (86-100% of students reached the target).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Effective if results meet the district goal (55-85% of students reached the target).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Developing if results are below the District goal (30-54% of students met the target).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Ineffective if results are well below the District goal (0-29% of students met the target)

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

(No response)

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

assets/survey-uploads/5366/253742-qBFVOWF7fC/LOCAL HEDI CONVERSION TABLE - PRINCIPALS.docx

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	No other grade configurations apply.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No other grade configurations apply.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No other grade configurations apply.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No other grade configurations apply.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No other grade configurations apply.

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

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

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, October 01, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric   Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

To assure that all of the six 2008 ISLLC Standards are evaluated each year, we will use the Multidimensional Principal Performance Rubric. The Superintendent will visit each principal's building twice, and principals will submit other evidence to address the standards not covered by the school visits. Final scores for the 60 points will be tied to final average rubric scores between 1-4. Each principal's rating will be calculated using the "Rubric Score to Sub-Component Conversion Chart." (see attachment) Note that rounding rules will apply (any score with a decimal value less than .5 will be rounded to the nearest whole number below, any score with a decimal value greater than or equal to .5 will be rounded up to the next whole number.) unless explicitly stated otherwise on the attached chart. In no event shall rounding cause an educator's score to move from one HEDI band into another HEDI band.

All rubric scores for every component of the 60 points will be documented on the "Annual Administrative Professional Performance Review" document (see attached). Each dimension under Standards 1 through 6 shall be assigned a rating from 1-4 where ineffective is rated as a 1, developing is rated as a 2, effective is rated as a 3, and highly effective is rated as a 4. Where a dimension is rated more than once over multiple school visits the ratings will be averaged to create a final score for that dimension. The dimension scores within each Standard will be averaged to create a score from 1-4 for each Standard. The average rubric score for each of the 6 Standards will be added together and divided by 6 to create an overall rubric average score. The average sub-component score (0-60 points) will be added to the "Final APPR Evaluation Form for Principals" upon completion (see attached).

The Superintendent will be responsible for scheduling two visits to each principal's building. For the "other evidence" to be submitted, each principal and the Superintendent will identify what evidence will be submitted and the due date.

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/5143/261784-pMADJ4gk6R/Principals APPR Rubric Document\_1.docx

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

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score
---	---

	between 3.5-4.0, as identified on the conversion chart.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 2.5-3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 1.5-2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 1.0-1.4, as identified on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, October 01, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall  
Composite Score

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

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, May 23, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/261829-Df0w3Xx5v6/Principal Improvement Plan.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### APPEALS PROCESS

The purpose of the internal appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal. The burden of proof will be on the appellant to establish by the preponderance of the evidence that the rating given by the lead evaluator was not justified.

- All tenured and probationary principals who meet the appeal process criteria may use this appeal process.

- Said appeal process will be available to employees to appeal either a procedural error in the evaluation process or appeal a substantive portion of the evaluation. All aspects of an evaluation must be presented when initiating an appeal. A principal cannot file multiple appeals on the same review, thus all issues must be raised at the time the appeal is filed or are deemed waived.
- Only principals who receive a "Developing" or "Ineffective" rating in one or more of the evaluative criteria for (a) the substance of the annual professional performance review, or (b) the school district's BOCES' adherence to the standard and methodologies required for such reviews, pursuant to Education Law section 3012-c, or (c) the adherence to the regulations of the Commissioner. A principal may not initiate an appeal until receipt of their final component APPR score.

1. GOVERNING BODY TO ADJUDICATE THE APPEAL: The governing body will be defined as the "Principal Evaluation Appeals Committee" (PEAC). The PEAC make up will be:

- a. One Superintendent-Selected administrator. The administrator appointed to the PEAC will not be the administrator who authored the evaluation and will be chosen by the Superintendent or his/her designee. Said appointee will be a practicing administrator, with knowledge and understanding of the MPPR.
- b. Two Principal-Selected administrators. The principals appointed to the PEAC will be chosen by the Principal (also the appellant) or his/her designee. Said appointees will be practicing administrators, with knowledge and understanding of the MPPR.

## 2. APPEALS DECISION MAKING

- a. The PEAC will have the right to ask questions of the appellant, the lead evaluator, and any other relevant participants. They have the right to collect any and all information necessary to make an informed decision.
- b. The PEAC will reach their findings (see Section 4 below) through unanimous vote.
- c. If a unanimous vote is not reached, the PEAC will write up the opposing viewpoints and submit the opposing viewpoints to the lead evaluator, the appellant, and the Superintendent.
- d. At this point, a District Evaluation Appeals Committee (DEAC) made up of two (2) Superintendent appointees and one (1) principal appointee will review the evaluation and position papers and by majority vote determine which of the opposing viewpoints will be the final outcome.

## 3. TIMELINE

- a. The employee must attempt to resolve the appeal informally within five (5) business days of receipt of the evaluation through an informal conference with the lead evaluator.
- b. The employee must forward the evaluation appeal within five (5) business days of an unsuccessful informal conference in writing to the Superintendent of Schools, requesting a review by the PEAC to be completed.
- c. The Superintendent will charge the PEAC to hold a Conference within five (5) business days of receipt of the appeal.
- d. The PEAC will issue its findings to the Superintendent, the principal and the lead evaluator within five (5) business days of the Conference.
- e. If the DEAC is utilized, they will be given five (5) business days upon receipt of the appeal to meet and render their final decision by majority vote.

## 4. COMMITTEE FINDINGS

- a. The PEAC/DEAC is empowered to overturn a section of the evaluation and assign a new rating to that section. Said ability to overturn a section of the evaluation does not negate the fact that the evaluation was timely completed.
- b. The PEAC/DEAC is empowered to overturn the entire evaluation if the evaluation was procedurally flawed and assign a new rating where appropriate.
- c. The PEAC/DEAC is empowered to overturn a section or the entire evaluation and require a course of action so as to enhance the professional growth of the principal.
- d. The PEAC/DEAC is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of the principal.
- e. The PEAC/DEAC is empowered to affirm the evaluation.

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

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

### EVALUATOR TRAINING:

1. The District will certify lead evaluators as qualified to conduct principal evaluations under 3012-c and Commissioner's Regulation 30-2. [30-2.9(a)]
2. The District will ensure training of evaluators and lead evaluators through the Genesee Valley BOCES Educational Partnership and

other neighboring BOCES RTTT Evaluator Training programs throughout the school year. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law 3012-c. Evaluators will attend this BOCES training throughout the year and will participate in at least 4 hours of training annually. This training will include the following Requirements for Lead Evaluators/Evaluators: of training per each of the required components, including but not limited to:

- a. NYS Teaching and Leadership Standards
- b. Evidence-Based Observation Techniques
- c. Application and use of Student Growth and Value-Added Models
- d. Application and Use of State-Approved Rubrics
- e. Application and Use of State-Approved Locally Developed Measures of Student Achievement
- f. Use of the Statewide Instructional Reporting System
- g. The Scoring Methodology Used by the Department and/or Your District
- h. Specific Considerations in Evaluating Teachers and Principals of ELL and SWD
- i. Work Toward Inter-Rater Reliability

3. School visits required by this APPR plan may be commenced on the first day of school for students, provided of course, that the administrator performing such visits are properly credentialed school administrators for such purpose. [30-2.9(a)]

#### INTER-RATER RELIABILITY

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the Genesee Valley BOCES Educational Partnership and other neighboring BOCES RTTT Evaluator Training programs in maintaining inter-rater reliability. As part of such training, Lead Evaluators will participate in activities to promote inter-rater reliability at least three times per school year, and as many times as needed to develop at least three benchmarks of reasonable reliability as verified by the District Superintendent, within said school year. See 30-2.9(b)(5)

#### RECERTIFICATION

Lead evaluators and evaluators who received initial certification will be recertified with at least four hours of trainings to review the process for effectively conducting observations through the collection of evidence, bias-awareness exercises and calibration of ratings..

## 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, April 30, 2013

Updated Thursday, May 29, 2014

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### Page 1

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/1001845-3Uqgn5g9Iu/APPR 5 29 14.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.  
Please save your file types as .doc, .ppt or .xls respectively before uploading.

### SLO CONVERSION CHART

<b>RATING</b>	<b>INEFFECTIVE</b>	<b>DEVELOPING</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Points</b>	<b>0-2 Points</b>	<b>3-8 Points</b>	<b>9 -17 Points</b>	<b>18-20 Points</b>
<b>Percentages of students whose progress meets targeted expectations.</b>	<b>0 – 29% of students meet target</b>  <b>0 – 10% = 0 points</b> <b>11- 20% = 1 point</b> <b>21 – 29%= 2 points</b>	<b>30 – 54% of students meet target</b>  <b>30-35% = 3 points</b> <b>36-40% = 4 points</b> <b>41-45% = 5 points</b> <b>46-50% = 6 points</b> <b>51-52% = 7 points</b> <b>53-54% = 8 points</b>	<b>55 – 85% of students meet target</b>  <b>55-60% = 9 points</b> <b>61-65% = 10 points</b> <b>66-69% = 11 points</b> <b>70-72% = 12 points</b> <b>73-75% = 13 points</b> <b>76-78% = 14 points</b> <b>79-81% = 15 points</b> <b>82-83% = 16 points</b> <b>84-85% = 17 points</b>	<b>86% + of students meet target</b>  <b>86-90% = 18 points</b> <b>91-94% = 19 points</b> <b>95-100% = 20 points</b>

**Local Measures Parameters**  
**THIS CHART TO BE USED FOR AGREED UPON SPECIFIC SCORES FOR**  
**LOCAL MEASURES OF STUDENT ACHEIVEMENT**

<b>LOCAL 20/15</b>		
<b>1 – 4 POINT CONVERSION CHART</b>		
<b>(To be used for 3-8 ELA and Math Assessments)</b>		
<b>Combined ELA and Math Score BASED ON A 1 – 4 RUBRIC RATING</b>	<b>20 POINT CONVERSION</b>	<b>15 POINT CONVERSION</b>
<b>INEFFECTIVE</b>		
<b>1</b>	<b>0</b>	<b>0</b>
<b>1.1</b>	<b>1</b>	<b>1</b>
<b>1.2</b>	<b>2</b>	<b>2</b>
<b>1.3</b>	<b>2</b>	<b>2</b>
<b>1.4</b>	<b>2</b>	<b>2</b>
<b>DEVELOPING</b>		
<b>1.5</b>	<b>3</b>	<b>3</b>
<b>1.6</b>	<b>3</b>	<b>3</b>
<b>1.7</b>	<b>4</b>	<b>4</b>
<b>1.8</b>	<b>4</b>	<b>4</b>
<b>1.9</b>	<b>5</b>	<b>5</b>
<b>2.0</b>	<b>6</b>	<b>6</b>
<b>2.1</b>	<b>6</b>	<b>6</b>
<b>2.2</b>	<b>7</b>	<b>7</b>
<b>2.3</b>	<b>7</b>	<b>7</b>
<b>2.4</b>	<b>8</b>	<b>7</b>
<b>EFFECTIVE</b>		
<b>2.5</b>	<b>9</b>	<b>8</b>
<b>2.6</b>	<b>10</b>	<b>9</b>
<b>2.7</b>	<b>10</b>	<b>10</b>
<b>2.8</b>	<b>11</b>	<b>11</b>
<b>2.9</b>	<b>12</b>	<b>11</b>
<b>3.0</b>	<b>13</b>	<b>12</b>
<b>3.1</b>	<b>14</b>	<b>12</b>
<b>3.2</b>	<b>15</b>	<b>13</b>
<b>3.3</b>	<b>16</b>	<b>13</b>
<b>3.4</b>	<b>17</b>	<b>13</b>
<b>HIGHLY EFFECTIVE</b>		
<b>3.5</b>	<b>18</b>	<b>14</b>
<b>3.6</b>	<b>18</b>	<b>14</b>
<b>3.7</b>	<b>18</b>	<b>14</b>
<b>3.8</b>	<b>19</b>	<b>15</b>
<b>3.9</b>	<b>19</b>	<b>15</b>
<b>4.0</b>	<b>20</b>	<b>15</b>

**Local Measures Parameters**

**THIS CHART TO BE USED FOR AGREED UPON SPECIFIC SCORES FOR  
LOCAL MEASURES OF STUDENT ACHEIVEMENT**

<b>LOCAL 0 – 100 POINT SCALE CONVERSION CHART (To be used for High School Regents Courses)</b>		<b>LOCAL 1 – 4 POINT CONVERSION CHART (To be used for 3-8 ELA and Math Assessments)</b>	
<b>BASED ON A 100 POINT SCALE</b>	<b>CONVERTED TO A 20 POINT CONVERSION</b>	<b>BASED ON A 1 – 4 RUBRIC RATING</b>	<b>CONVERSION TO A 20 POINT CONVERSION</b>
<b>INEFFECTIVE</b>		<b>INEFFECTIVE</b>	
0 -14	0	1	0
15 – 27	1	1.1	1
28 – 40	2	1.2	2
41 – 53	2	1.3	2
54	2	1.4	2
<b>DEVELOPING</b>		<b>DEVELOPING</b>	
55	3	1.5	3
56	3	1.6	3
57	4	1.7	4
58	4	1.8	4
59	5	1.9	5
60	6	2.0	6
61	6	2.1	6
62	7	2.2	7
63	7	2.3	7
64	8	2.4	8
<b>EFFECTIVE</b>		<b>EFFECTIVE</b>	
65 – 66	9	2.5	9
67 – 68	10	2.6	10
69 – 70	10	2.7	10
71 – 72	11	2.8	11
73 – 74	12	2.9	12
75 – 76	13	3.0	13
77 – 78	14	3.1	14
79 – 81	15	3.2	15
82 – 83	16	3.3	16
84	17	3.4	17
<b>HIGHLY EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>	
85 – 87	18	3.5	18
88 – 90	18	3.6	18
91 – 93	18	3.7	18
94 – 96	19	3.8	19
97 – 99	19	3.9	19
100	20	4.0	20

The follow conversion chart will be used to Convert a Rubric Score to a Composite Score”

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41

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



**Teacher Improvement Plan (TIP) Form**  
**(To be completed jointly by the Teacher and the Administrator)**

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

TIP is based on composite score from \_\_\_\_\_ school year → Grade/ Subject: \_\_\_\_\_

School year TIP will be implemented: \_\_\_\_\_ → Grade/ Subject: \_\_\_\_\_

Date of initial TIP conference: \_\_\_\_\_ → Grade/ Subject: \_\_\_\_\_

Date of Follow-up Meeting (s): \_\_\_\_\_

AREA (S) NEEDING IMPROVEMENT	ACTION PLAN (Description of Steps to be taken)	TIMELINE FOR COMPLETION	EVIDENCE OF COMPLETION

Teacher Comments:

Administrator Comments:

To be signed when Teacher Improvement Plan is Initiated:	Action Steps Completed	Satisfactory Progress	Comments
CIRCLE: YES NO	CIRCLE: YES NO	CIRCLE: YES NO	(Indicate if there are Comments written on the back of this form)
Teacher Signature: _____ Date: _____	Teacher Initials/Date: _____	Teacher Initials/Date: _____	
Union Representative Signature: _____ Date: _____	Union Rep. Initials/Date: _____	Union Rep. Initials/Date: _____	
Administrator Signature: _____ Date: _____	Admin. Initials/Date: _____	Admin. Initials/Date: _____	
Superintendent Signature: _____ Date: _____	Superint. Initials/Date: _____	Superint. Initials/Date: _____	

# Keshequa Central School District

## Principal Evaluation

LOCAL HEDI CONVERSION TABLE

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

LOCAL HEDI CONVERSION TABLE – WITH VALUE ADDED MODEL

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
15	15	14	13	13	12	12	11	11	10	9	8	7	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

**Rubric Score to Sub-Component Conversion Chart**  
**Principals' APPR**

TOTAL AVERAGE RUBRIC SCORE	HEDI RATING CATEGORY	CONVERSION SCORE FOR COMPOSITE
	<b>Ineffective 0-49</b>	
<b>1.0</b>		<b>0</b>
<b>1.1</b>		<b>12</b>
<b>1.2</b>		<b>25</b>
<b>1.3</b>		<b>37</b>
<b>1.4</b>		<b>49</b>
	<b>Developing 50-56</b>	
<b>1.5</b>		<b>50</b>
<b>1.6</b>		<b>50.7</b>
<b>1.7</b>		<b>51.4</b>
<b>1.8</b>		<b>52.1</b>
<b>1.9</b>		<b>52.8</b>
<b>2.0</b>		<b>53.5</b>
<b>2.1</b>		<b>54.2</b>
<b>2.2</b>		<b>54.9</b>
<b>2.3</b>		<b>55.6</b>
<b>2.4</b>		<b>56.3</b>
	<b>Effective 57-58</b>	
<b>2.5</b>		<b>57</b>
<b>2.6</b>		<b>57.2</b>
<b>2.7</b>		<b>57.4</b>
<b>2.8</b>		<b>57.6</b>
<b>2.9</b>		<b>57.8</b>
<b>3.0</b>		<b>58</b>
<b>3.1</b>		<b>58.2</b>
<b>3.2</b>		<b>58.4</b>
<b>3.3</b>		<b>58.6 (round to 58)</b>
<b>3.4</b>		<b>58.8 (round to 58)</b>
	<b>Highly Effective 59-60</b>	
<b>3.5</b>		<b>59</b>
<b>3.6</b>		<b>59.3</b>
<b>3.7</b>		<b>59.5</b>
<b>3.8</b>		<b>59.8</b>
<b>3.9</b>		<b>60</b>
<b>4.0</b>		<b>60.25 (round to 60)</b>

When necessary, rounding rules apply.



## KESHEQUA CENTRAL SCHOOLS ANNUAL ADMINISTRATIVE PROFESSIONAL PERFORMANCE REVIEW

This portion of the annual MPPR meets the requirements for the 60% of principal observation as completed by the superintendent. 20% will be measured through state testing and the remaining 20% by local assessments.

Name: \_\_\_\_\_ (circle) Probationary/Tenured Year Completed: \_\_\_\_\_

School: \_\_\_\_\_ Tenure \_\_\_\_\_ Grade levels (circle): Elementary/Middle School/High School/District  
 Definition of terms used in rating scale will be found in the scoring rubric. All items checked Ineffective must be explained in the comment section.

COMPONENTS OF PROFESSIONAL PRACTICE Based in ISLLC Standards	HIGHLY EFFECTIVE 4.0	EFFECTIVE 3.0	DEVELOPING 2.0	INEFFECTIVE 1.0
<b>Standard 1: Setting a widely shared vision for learning</b>				
Culture				
Sustainability				
<b>Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth</b>				
Culture				
Instructional Program				
Capacity Building				
Sustainability and Strategic Planning Process				
<b>Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment</b>				
Capacity Building and Culture				
Sustainability				
Instructional Program				
<b>Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</b>				
Strategic Planning Process: Inquiry				
Culture and Sustainability				
<b>Standard 5: Acting with integrity, fairness, and in an ethical manner</b>				
Sustainability				
Culture				
<b>Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts</b>				
Sustainability				
Culture				
<b>TOTALS</b>				
COMMENTS:				TOTAL / 4.0
ADDITIONAL COMMENTS:				

This evaluation is based on:

- Daily routine contacts with principal
- Conferences with principal
- Building observation
- Other (specify)

Scoring Ranges (based on total points)  
 Highly Effective: 59-60 Developing 50-56  
 Effective: 57-58 Ineffective: 0-49

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
Evaluator's signature

Date of Conference \_\_\_\_\_

\*This signature indicates that the principal and evaluator together discussed this report. It does not necessarily denote agreement with all factors of the evaluation. The principal will have the right to submit a written response to such material and it shall be attached to the file copies.

Distribution of copies: 1. Principal/Superintendent/District Personnel File



## Keshequa Central School District FINAL APPR EVALUATION FORM

Principal Name: \_\_\_\_\_

Date: \_\_\_\_\_

Multiple Measures Sub-Component Score	
Locally Selected Measures Sub-Component Score	
State Provided or Comparable Sub-Component Score	
Total Overall Composite Score	

FINAL HEDI RATING:   
(based on information below)

Improvement Plan Required? Yes  No

2012-2013 where there is no Value-Added Measure	Growth or Comparable Measures	Locally-selected Measures of growth or Achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

2012-2013 where Value-Added Measures apply	Growth or Comparable Measures	Locally-selected Measures of growth or Achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

\_\_\_\_\_  
Principal Signature\*\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature\*\*

\_\_\_\_\_  
Date

\*\*The above signatures indicate that all parties have reviewed this form. These signatures do not necessarily denote agreement with all factors of the evaluation.



**Keshequa Central School District  
PRINCIPAL IMPROVEMENT PLAN**

**Principal** \_\_\_\_\_

**Building** \_\_\_\_\_

**School Year** \_\_\_\_\_

**Multi-Dimensional Rubric Domains**

Shared Vision & Learning

School Culture & Instructional Program

Safe, Efficient, Effective Learning Environment

Community

Political, Social, Economic, Legal, Cultural

Integrity, Fairness, Ethics

<b>Areas of Refinement</b>	<b>Action Plan</b>	<b>Evidence of Improvement</b>	<b>Timeline</b> For Completion of Recommended Strategies, Meetings and PIP Review	<b>Status</b> (Successfully Completed, Date, Continued, Date or Unsuccessfully Completed Date)

Signatures:

\_\_\_\_\_

Building Principal/Date

\_\_\_\_\_

Superintendent/Date

“The principal’s signature which appears on this form simply signifies that the principal has seen the form and is aware of the contents therein. It does not indicate approval or disapproval of the evaluation.”

“All evaluation practices shall be pursuant to the contractual agreement.”

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

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

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

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

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

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

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

- Assure that educators who receive a Developing or Ineffective rating will receive a 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, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature: Date:

*Donald R. Covell* 05/26/14

Teachers Union President Signature: Date:

*Stephanie Gehrig* 5/25/14

Administrative Union President Signature: Date:

*Anni Hunt* 5/27/14

Board of Education President Signature: Date:

*Quita Bucherger* 5/27/14