



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

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

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November 5, 2012

Michael Midey, Superintendent  
East Bloomfield Central School District  
P.O. Box 98  
East Bloomfield, NY 14443

Dear Superintendent Midey:

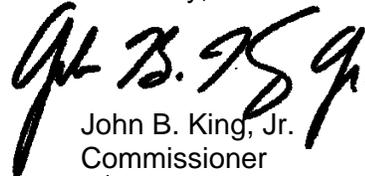
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Joseph J. Marinelli

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

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

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Thursday, November 01, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 430501040000

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

*430501040000*

#### 1.2) School District Name: EAST BLOOMFIELD CSD

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

*EAST BLOOMFIELD CSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, May 02, 2012

Updated Monday, October 22, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Teachers and the Building administrator will be able to choose between two options.
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Option # 1

Using baseline data teachers and the building principal will establish individual growth targets. Based on the % of students who meet or exceed their individual growth target a teacher's HEDI score will be determined using the uploaded chart.

Option # 2

Using baseline data teachers and the building principal will establish class average growth targets. Based on the % of students who meet or exceed the class average growth target a teacher's HEDI score will be determined using the uploaded chart.

The option selected by the teacher will be declared when the teacher submits and building principal agrees with the teachers SLO.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Teachers receiving this designation will have 90% or more of their students meeting the target(s).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Teachers receiving this designation will have between 75% and 89% of their students meeting the target(s).

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Teachers receiving this designation will have between 62% and 74% of their students meeting the target(s).

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

Teachers receiving this designation will have between 0% and 61% of their students meeting the target(s).

### 2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Teachers and the Building administrator will be able to choose between two options.

Option # 1

Using baseline data teachers and the building principal will

establish individual growth targets. Based on the % of students who meet or exceed their individual growth target a teacher's HEDI score will be determined using the uploaded chart.

Option # 2

Using baseline data teachers and the building principal will establish class average growth targets. Based on the % of students who meet or exceed the class average growth target a teacher's HEDI score will be determined using the uploaded chart.

The option selected by the teacher will be declared when the teacher submits and building principal agrees with the teachers SLO.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Teachers receiving this designation will have 90% or more of their students meeting the target(s).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Teachers receiving this designation will have between 75% and 89% of their students meeting the target(s).

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Teachers receiving this designation will have between 62% and 74% of their students meeting the target(s).

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

Teachers receiving this designation will have between 0% and 61% of their students meeting the target(s).

## 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	WFL BOCES developed 6th grade general science assessment
7	District, regional or BOCES-developed assessment	WFL BOCES developed 7th grade general science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Teachers and the Building administrator will be able to choose between two options. Please take note that all students taking science 8 will take the NYS Living Environment Regents exam and not the 8th grade science assessment.

Option # 1

Using baseline data teachers and the building principal will establish individual growth targets. Based on the % of students

who meet or exceed their individual growth target a teacher's HEDI score will be determined using the uploaded chart.

Option # 2

Using baseline data teachers and the building principal will establish class average growth targets. Based on the % of students who meet or exceed the class average growth target a teacher's HEDI score will be determined using the uploaded chart.

The option selected by the teacher will be declared when the teacher submits and building principal agrees with the teachers SLO.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Teachers receiving this designation will have 90% or more of their students meeting the target(s).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Teachers receiving this designation will have between 75% and 89% of their students meeting the target(s).

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Teachers receiving this designation will have between 62% and 74% of their students meeting the target(s).

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

Teachers receiving this designation will have between 0% and 61% of their students meeting the target(s).

## 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	WFL - BOCES developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	WFL BOCES - Developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	WFL BOCES developed 8th grade social studies assessment

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

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

Teachers and the Building administrator will be able to choose between two options.

Option # 1

Using baseline data teachers and the building principal will establish individual growth targets. Based on the % of students who meet or exceed their individual growth target a teacher's HEDI score will be determined using the uploaded chart.

Option # 2

Using baseline data teachers and the building principal will

establish class average growth targets. Based on the % of students who meet or exceed the class average growth target a teacher's HEDI score will be determined using the uploaded chart.

The option selected by the teacher will be declared when the teacher submits and building principal agrees with the teachers SLO.

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

Teachers receiving this designation will have 90% or more of their students meeting the target(s).

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

Teachers receiving this designation will have between 75% and 89% of their students meeting the target(s).

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

Teachers receiving this designation will have between 62% and 74% of their students meeting the target(s).

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

Teachers receiving this designation will have between 0% and 61% of their students meeting the target(s).

## 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	WFL BOCES developed Global 9 assessment

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

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

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

Teachers and the Building administrator will be able to choose between two options.

Option # 1

Using baseline data teachers and the building principal will establish individual growth targets. Based on the % of students who meet or exceed their individual growth target a teacher's HEDI score will be determined using the uploaded chart.

Option # 2

Using baseline data teachers and the building principal will establish class average growth targets. Based on the % of

students who meet or exceed the class average growth target a teacher's HEDI score will be determined using the uploaded chart.

The option selected by the teacher will be declared when the teacher submits and building principal agrees with the teachers SLO.

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

Teachers receiving this designation will have 90% or more of their students meeting the target(s).

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

Teachers receiving this designation will have between 75% and 89% of their students meeting the target(s).

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

Teachers receiving this designation will have between 62% and 74% of their students meeting the target(s).

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

Teachers receiving this designation will have between 0% and 61% of their students meeting the target(s).

## 2.7) High School Science Regents Courses

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

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

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

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

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

Teachers and the Building administrator will be able to choose between two options.

Option # 1

Using baseline data teachers and the building principal will establish individual growth targets. Based on the % of students who meet or exceed their individual growth target a teacher's HEDI score will be determined using the uploaded chart.

Option # 2

Using baseline data teachers and the building principal will establish class average growth targets. Based on the % of students who meet or exceed the class average growth target a teacher's HEDI score will be determined using the uploaded chart.

	The option selected by the teacher will be declared when the teacher submits and building principal agrees with the teachers SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 90% or more of their students meeting the target(s).
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 75% and 89% of their students meeting the target(s).
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 62% and 74% of their students meeting the target(s).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0% and 61% of their students meeting the target(s).

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers and the Building administrator will be able to choose between two options.</p> <p>Option # 1</p> <p>Using baseline data teachers and the building principal will establish individual growth targets. Based on the % of students who meet or exceed their individual growth target a teacher's HEDI score will be determined using the uploaded chart.</p> <p>Option # 2</p> <p>Using baseline data teachers and the building principal will establish class average growth targets. Based on the % of students who meet or exceed the class average growth target a teacher's HEDI score will be determined using the uploaded chart.</p> <p>The option selected by the teacher will be declared when the teacher submits and building principal agrees with the teachers SLO.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 90% or more of their students meeting the target(s).

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 75% and 89% of their students meeting the target(s).
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 62% and 74% of their students meeting the target(s).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0% and 61% of their students meeting the target(s).

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	WFL BOCES developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WFL BOCES developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	ELA Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers and the Building administrator will be able to choose between two options.</p> <p>Option # 1</p> <p>Using baseline data teachers and the building principal will establish individual growth targets. Based on the % of students who meet or exceed their individual growth target a teacher's HEDI score will be determined using the uploaded chart.</p> <p>Option # 2</p> <p>Using baseline data teachers and the building principal will establish class average growth targets. Based on the % of students who meet or exceed the class average growth target a teacher's HEDI score will be determined using the uploaded chart.</p> <p>The option selected by the teacher will be declared when the teacher submits and building principal agrees with the teachers SLO.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 90% or more of their students meeting the target(s).
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 75% and 89% of their students meeting the target(s).



Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 62% and 74% of their students meeting the target(s).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0% and 61% of their students meeting the target(s).

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.

*(No response)*

## 2.12) Locally Developed Controls

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

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

*There will be no adjustments or other special considerations.*

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

### 3. Local Measures (Teachers)

Created Tuesday, June 19, 2012

Updated Tuesday, October 23, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment
5	6(ii) School wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment

6	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students
7	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students
8	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>All 4th &amp; 5th grade teachers will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.</p> <p>In order to determine the average performance level indicator (1-4) achieved by the 4th and 5th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.</p> <p>A teacher’s HEDI score will be determined using the uploaded chart. All 4th &amp; 5th grade teachers will receive the same HEDI score.</p> <p>All 6th, 7th and 8th grade will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.</p> <p>In order to determine the average performance level indicator (1-4) achieved by the 6th, 7th and 8th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. For NYS Regents Exams the district will first convert the student’s score of 0 – 100 on each regents exam listed to a performance level indicator using the following conversion table:</p> <p>Regents Exam and LOTE Check Point A Exam Conversion to 1-4 Performance Level</p>
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Regents Exam Score of 85% to 100% = Performance Level 4  
Regents Exam Score of 65% to 84% = Performance Level 3  
Regents Exam Score of 55% to 64% = Performance Level 2  
Regents Exam Score of 0% to 54% = Performance Level 1

The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All 6th, 7th and 8th grade teachers will receive the same HEDI score.

In order to determine the average performance level indicator (1-4) achieved by the 4th and 5th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All 4th & 5th grade teachers will receive the same HEDI score.

All 6th, 7th and 8th grade will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.

In order to determine the average performance level indicator (1-4) achieved by the 6th, 7th and 8th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. For NYS Regents Exams the district will first convert the student's score of 0 – 100 on each regents exam listed to a performance level indicator using the following conversion table:

#### Regents Exam Conversion to 1-4 Performance Level

Regents Exam Score of 85% to 100% = Performance Level 4  
Regents Exam Score of 65% to 84% = Performance Level 3  
Regents Exam Score of 55% to 64% = Performance Level 2  
Regents Exam Score of 0% to 54% = Performance Level 1

The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All 6th, 7th and 8th grade teachers will receive the same HEDI score.

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

In order for teachers to receive this rating, the average performance level indicator for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to 3.5  
14  
3.6 14  
3.7 14  
3.8 15  
3.9 15

4.0 15

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.4 and a 3.4 which converts to  
 2.4 8  
 2.5 8  
 2.6 9  
 2.7 9  
 2.8 10  
 2.9 10  
 3.0 11  
 3.1 12  
 3.2 12  
 3.3 13  
 3.4 13

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.3 which converts to  
 1.5 3  
 1.6 4  
 1.7 4  
 1.8 5  
 1.9 5  
 2.0 6  
 2.1 6  
 2.2 7  
 2.3 7

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

In order for teachers to receive this rating, the average performance level indicator for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to  
 1.0 0  
 1.1 1  
 1.2 1  
 1.3 2  
 1.4 2

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment
5	6(ii) School wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment
6	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students
7	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES

		Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students
8	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>All 4th &amp; 5th grade teachers will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.</p> <p>In order to determine the average performance level indicator (1-4) achieved by the 4th and 5th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.</p> <p>A teacher’s HEDI score will be determined using the uploaded chart. All 4th &amp; 5th grade teachers will receive the same HEDI score.</p> <p>All 6th, 7th and 8th grade will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.</p> <p>In order to determine the average performance level indicator (1-4) achieved by the 6th, 7th and 8th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. For NYS Regents Exams the district will first convert the student’s score of 0 – 100 on each regents exam listed to a performance level indicator using the following conversion table:</p> <p>Regents Exam and LOTE Check Point A Exam Conversion to 1-4 Performance Level</p> <p>Regents Exam Score of 85% to 100% = Performance Level 4  Regents Exam Score of 65% to 84% = Performance Level 3  Regents Exam Score of 55% to 64% = Performance Level 2  Regents Exam Score of 0% to 54% = Performance Level 1</p> <p>The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.</p>
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A teacher's HEDI score will be determined using the uploaded chart. All 6th, 7th and 8th grade teachers will receive the same HEDI score.

In order to determine the average performance level indicator (1-4) achieved by the 4th and 5th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All 4th & 5th grade teachers will receive the same HEDI score.

All 6th, 7th and 8th grade will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.

In order to determine the average performance level indicator (1-4) achieved by the 6th, 7th and 8th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. For NYS Regents Exams the district will first convert the student's score of 0 – 100 on each regents exam listed to a performance level indicator using the following conversion table:

#### Regents Exam Conversion to 1-4 Performance Level

Regents Exam Score of 85% to 100% = Performance Level 4  
Regents Exam Score of 65% to 84% = Performance Level 3  
Regents Exam Score of 55% to 64% = Performance Level 2  
Regents Exam Score of 0% to 54% = Performance Level 1

The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All 6th, 7th and 8th grade teachers will receive the same HEDI score.

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

In order for teachers to receive this rating, the average performance level indicator for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to 3.5  
14  
3.6 14  
3.7 14  
3.8 15  
3.9 15  
4.0 15

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.4 and a 3.4 which converts to  
2.4 8  
2.5 8  
2.6 9  
2.7 9  
2.8 10

2.9 10  
3.0 11  
3.1 12  
3.2 12  
3.3 13  
3.4 13

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.3 which converts to

1.5 3  
1.6 4  
1.7 4  
1.8 5  
1.9 5  
2.0 6  
2.1 6  
2.2 7  
2.3 7

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

In order for teachers to receive this rating, the average performance level indicator for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to

1.0 0  
1.1 1  
1.2 1  
1.3 2  
1.4 2

### 3.3) HEDI Tables or Graphics

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

*(No response)*

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

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

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

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

Measures based on:

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment
1	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment
2	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment
3	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment

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

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

<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>All K through 3rd grade teachers will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.</p> <p>In order to determine the average performance level indicator (1-4) achieved by the 4th and 5th grade students taking the assessments listed above, the district will add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.</p> <p>A teacher's HEDI score will be determined using the uploaded chart. All K through 3rd grade teachers will receive the same HEDI score. This HEDI score will be the exact same score earned by the 4th and 5th grade teachers in the elementary (K-5) building.</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>In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to</p> <p>3.5 18 3.6 18 3.7 19 3.8 19 3.9 20 4.0 20</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.5 and a 3.4 which converts to</p> <p>2.5 9 2.6 10 2.7 11 2.8 12 2.9 13 3.0 14 3.1 14 3.2 15 3.3 16 3.4 17</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.4 which converts to</p> <p>1.5 3 1.6 4 1.7 4 1.8 5 1.9 5 2.0 6 2.1 7 2.2 7</p>

2.3 8

2.4 8

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to

1.0 0

1.1 1

1.2 2

1.3 2

1.4 2

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment
1	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment
2	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment
3	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA and math Assessments, as well as the Grade 4 Science Assessment

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

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

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

All K through 3rd grade teachers will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.

In order to determine the average performance level indicator (1-4) achieved by the 4th and 5th grade students taking the assessments listed above, the district will add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All K through 3rd grade teachers will receive the same HEDI score. This HEDI score will be the exact same score earned by the 4th and 5th grade teachers in the elementary (K-5) building.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to 3.5 18 3.6 18 3.7 19 3.8 19 3.9 20 4.0 20
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.5 and a 3.4 which converts to 2.5 9 2.6 10 2.7 11 2.8 12 2.9 13 3.0 14 3.1 14 3.2 15 3.3 16 3.4 17
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.4 which converts to 1.5 3 1.6 4 1.7 4 1.8 5 1.9 5 2.0 6 2.1 7 2.2 7 2.3 8 2.4 8
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to 1.0 0 1.1 1 1.2 2 1.3 2 1.4 2

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students

7	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students
8	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All 6th, 7th and 8th grade will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.</p> <p>In order to determine the average performance level indicator (1-4) achieved by the 6th, 7th and 8th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. For NYS Regents Exams the district will first convert the student’s score of 0 – 100 on each regents exam listed to a performance level indicator using the following conversion table:</p> <p>Regents Exam and LOTE Check Point A Exam Conversion to 1-4 Performance Level</p> <p>Regents Exam Score of 85% to 100% = Performance Level 4  Regents Exam Score of 65% to 84% = Performance Level 3  Regents Exam Score of 55% to 64% = Performance Level 2  Regents Exam Score of 0% to 54% = Performance Level 1</p> <p>The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.</p> <p>A teacher’s HEDI score will be determined using the uploaded chart. All 6th, 7th and 8th grade teachers will receive the same HEDI 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>In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to</p> <p>3.5 18  3.6 18  3.7 19  3.8 19  3.9 20  4.0 20</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.5 and a 3.4 which converts to</p> <p>2.5 9</p>

2.6 10  
2.7 11  
2.8 12  
2.9 13  
3.0 14  
3.1 14  
3.2 15  
3.3 16  
3.4 17

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.4 which converts to  
1.5 3  
1.6 4  
1.7 4  
1.8 5  
1.9 5  
2.0 6  
2.1 7  
2.2 7  
2.3 8  
2.4 8

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to  
1.0 0  
1.1 1  
1.2 2  
1.3 2  
1.4 2

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students
7	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students
8	6(ii) School wide measure computed locally	NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students

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.*

<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>All 6th, 7th and 8th grade will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.</p> <p>In order to determine the average performance level indicator (1-4) achieved by the 6th, 7th and 8th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. For NYS Regents Exams the district will first convert the student's score of 0 – 100 on each regents exam listed to a performance level indicator using the following conversion table:</p> <p>Regents Exam and LOTE Check Point A Exam Conversion to 1-4 Performance Level</p> <p>Regents Exam Score of 85% to 100% = Performance Level 4          Regents Exam Score of 65% to 84% = Performance Level 3          Regents Exam Score of 55% to 64% = Performance Level 2          Regents Exam Score of 0% to 54% = Performance Level 1</p> <p>The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.</p> <p>A teacher's HEDI score will be determined using the uploaded chart. All 6th, 7th and 8th grade teachers will receive the same HEDI score.</p> <p>For teachers who teach at two or more building levels their achievement score will be based on the number of students they work with at each level.</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>In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to</p> <p>3.5 18          3.6 18          3.7 19          3.8 19          3.9 20          4.0 20</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.5 and a 3.4 which converts to</p> <p>2.5 9          2.6 10          2.7 11          2.8 12          2.9 13          3.0 14</p>

3.1 14  
3.2 15  
3.3 16  
3.4 17

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.4 which converts to

1.5 3  
1.6 4  
1.7 4  
1.8 5  
1.9 5  
2.0 6  
2.1 7  
2.2 7  
2.3 8  
2.4 8

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to

1.0 0  
1.1 1  
1.2 2  
1.3 2  
1.4 2

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students
Global 2	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students
American History	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics

Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students

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

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

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

All teachers in grades 9 through 12 will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.

In order to determine the average performance level indicator (1-4) achieved by the 9th, 10th 11th and 12th grade students the district will first convert all Regents Exam and LOTE Check Point B assessments using the Exam Conversion chart below to a 1-4 Performance Level.

Regents and LOTE Check Point B Exam Conversion Chart

Regents Exam Score of 85% to 100% = Performance Level 4  
Regents Exam Score of 65% to 84% = Performance Level 3  
Regents Exam Score of 55% to 64% = Performance Level 2  
Regents Exam Score of 0% to 54% = Performance Level 1

The district will then add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All teachers in grades 9 through 12 will receive the same HEDI score. If a teacher teaches classes in the middle school and the high school their HEDI score will be proportional to the number of students of record they instruct in each building.

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to  
3.5 18  
3.6 18  
3.7 19  
3.8 19  
3.9 20  
4.0 20

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.5 and a 3.4 which converts to  
2.5 9  
2.6 10  
2.7 11  
2.8 12

2.9 13  
 3.0 14  
 3.1 14  
 3.2 15  
 3.3 16  
 3.4 17

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.4 which converts to

1.5 3  
 1.6 4  
 1.7 4  
 1.8 5  
 1.9 5  
 2.0 6  
 2.1 7  
 2.2 7  
 2.3 8  
 2.4 8

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to

1.0 0  
 1.1 1  
 1.2 2  
 1.3 2  
 1.4 2

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students
Earth Science	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students
Chemistry	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global

		Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students
Physics	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students

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>All teachers in grades 9 through 12 will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.</p> <p>In order to determine the average performance level indicator (1-4) achieved by the 9th, 10th 11th and 12th grade students the district will first convert all Regents Exam and LOTE Check Point B assessments using the Exam Conversion chart below to a 1-4 Performance Level.</p> <p>Regents and LOTE Check Point B Exam Conversion Chart</p> <p>Regents Exam Score of 85% to 100% = Performance Level 4  Regents Exam Score of 65% to 84% = Performance Level 3  Regents Exam Score of 55% to 64% = Performance Level 2  Regents Exam Score of 0% to 54% = Performance Level 1</p> <p>The district will then add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.</p> <p>A teacher’s HEDI score will be determined using the uploaded chart. All teachers in grades 9 through 12 will receive the same HEDI score. If a teacher teaches classes in the middle school and the high school their HEDI score will be proportional to the number of students of record they instruct in each building.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to</p> <p>3.5 18  3.6 18  3.7 19</p>

3.8 19  
3.9 20  
4.0 20

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.5 and a 3.4 which converts to  
2.5 9  
2.6 10  
2.7 11  
2.8 12  
2.9 13  
3.0 14  
3.1 14  
3.2 15  
3.3 16  
3.4 17

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.4 which converts to  
1.5 3  
1.6 4  
1.7 4  
1.8 5  
1.9 5  
2.0 6  
2.1 7  
2.2 7  
2.3 8  
2.4 8

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to  
1.0 0  
1.1 1  
1.2 2  
1.3 2  
1.4 2

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students

Geometry	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students
Algebra 2	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students

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

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

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

All teachers in grades 9 through 12 will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.

In order to determine the average performance level indicator (1-4) achieved by the 9th, 10th 11th and 12th grade students the district will first convert all Regents Exam and LOTE Check Point B assessments using the Exam Conversion chart below to a 1-4 Performance Level.

#### Regents and LOTE Check Point B Exam Conversion Chart

Regents Exam Score of 85% to 100% = Performance Level 4  
 Regents Exam Score of 65% to 84% = Performance Level 3  
 Regents Exam Score of 55% to 64% = Performance Level 2  
 Regents Exam Score of 0% to 54% = Performance Level 1

The district will then add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All teachers in grades 9 through 12 will receive the same HEDI score. If a teacher teaches classes in the middle school and the high school their HEDI score will be proportional to the number of students of record they instruct in each building.

For teachers who teach at two or more building levels their achievement score will be based on the number of students they work with at each level.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to 3.5 18 3.6 18 3.7 19 3.8 19 3.9 20 4.0 20
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.5 and a 3.4 which converts to 2.5 9 2.6 10 2.7 11 2.8 12 2.9 13 3.0 14 3.1 14 3.2 15 3.3 16 3.4 17
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.4 which converts to 1.5 3 1.6 4 1.7 4 1.8 5 1.9 5 2.0 6 2.1 7 2.2 7 2.3 8 2.4 8
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to 1.0 0 1.1 1 1.2 2 1.3 2 1.4 2

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies

		Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students
Grade 10 ELA	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students
Grade 11 ELA	6(ii) School wide measure computed locally	Integrated Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA Regents, Global Studies Regents, U.S. History Regents, Living Environment Regents – High School Students, Earth Science Regents, Chemistry Regents, Physics Regents, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>All teachers in grades 9 through 12 will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.</p> <p>In order to determine the average performance level indicator (1-4) achieved by the 9th, 10th 11th and 12th grade students the district will first convert all Regents Exam and LOTE Check Point B assessments using the Exam Conversion chart below to a 1-4 Performance Level.</p> <p>Regents and LOTE Check Point B Exam Conversion Chart</p> <p>Regents Exam Score of 85% to 100% = Performance Level 4  Regents Exam Score of 65% to 84% = Performance Level 3  Regents Exam Score of 55% to 64% = Performance Level 2  Regents Exam Score of 0% to 54% = Performance Level 1</p> <p>The district will then add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.</p> <p>A teacher’s HEDI score will be determined using the uploaded chart. All teachers in grades 9 through 12 will receive the same HEDI score. If a teacher teaches classes in the middle school</p>
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and the high school their HEDI score will be proportional to the number of students of record they instruct in each building.

For teachers who teach at two or more building levels their achievement score will be based on the number of students they work with at each level.

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to  
3.5 18  
3.6 18  
3.7 19  
3.8 19  
3.9 20  
4.0 20

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.5 and a 3.4 which converts to  
2.5 9  
2.6 10  
2.7 11  
2.8 12  
2.9 13  
3.0 14  
3.1 14  
3.2 15  
3.3 16  
3.4 17

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.4 which converts to  
1.5 3  
1.6 4  
1.7 4  
1.8 5  
1.9 5  
2.0 6  
2.1 7  
2.2 7  
2.3 8  
2.4 8

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to  
1.0 0  
1.1 1  
1.2 2  
1.3 2  
1.4 2

### 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	Assessment
-------------------------	--	------------



All other teachers grades 6th, 7th and 8th teaching courses not listed above will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.

In order to determine the average performance level indicator (1-4) achieved by the 6th, 7th and 8th grade students the district will add the performance level indicator (1-4) for each assessment taken by every student. For NYS Regents Exams the district will first convert the student's score of 0 – 100 on each regents exam listed to a performance level indicator using the following conversion table:

#### Regents Exam and LOTE Check Point A Exam Conversion to 1-4 Performance Level

Regents Exam Score of 85% to 100% = Performance Level 4  
Regents Exam Score of 65% to 84% = Performance Level 3  
Regents Exam Score of 55% to 64% = Performance Level 2  
Regents Exam Score of 0% to 54% = Performance Level 1

The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All 6th, 7th and 8th grade teachers will receive the same HEDI score.

All other teachers in grades 9 through 12 not teaching courses listed above will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.

In order to determine the average performance level indicator (1-4) achieved by the 9th, 10th 11th and 12th grade students the district will first convert all Regents Exam and LOTE Check Point B assessments using the Exam Conversion chart below to a 1-4 Performance Level.

#### Regents and LOTE Check Point B Exam Conversion Chart

Regents Exam Score of 85% to 100% = Performance Level 4  
Regents Exam Score of 65% to 84% = Performance Level 3  
Regents Exam Score of 55% to 64% = Performance Level 2  
Regents Exam Score of 0% to 54% = Performance Level 1

The district will then add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

A teacher's HEDI score will be determined using the uploaded chart. All teachers in grades 9 through 12 will receive the same HEDI score.

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 3.5 and a 4.0 which converts to 3.5 18

3.6 18  
3.7 19  
3.8 19  
3.9 20  
4.0 20

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 2.5 and a 3.4 which converts to  
2.5 9  
2.6 10  
2.7 11  
2.8 12  
2.9 13  
3.0 14  
3.1 14  
3.2 15  
3.3 16  
3.4 17

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.5 and a 2.4 which converts to  
1.5 3  
1.6 4  
1.7 4  
1.8 5  
1.9 5  
2.0 6  
2.1 7  
2.2 7  
2.3 8  
2.4 8

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

In order for teachers to receive this rating, the average performance level for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to  
1.0 0  
1.1 1  
1.2 2  
1.3 2  
1.4 2

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*(No response)*

### 3.14) Locally Developed Controls

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

*There will be no adjustments, controls, or other special considerations.*

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

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

*The teacher's HEDI score will be determined proportionally on the number of students of record for each course taught that factors into the locally selected measure.*

### 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 Thursday, May 03, 2012

Updated Tuesday, October 23, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

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

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Classroom Observation is 60 points of the overall teacher component score.*

*A. Using Charlotte Danielson's Framework for Teacher Effectiveness, thirty-one points in the "Other Measures" subcomponent will be based specifically on classroom observations using primarily Domains II and III.*

*B. The other twenty-nine points of Other Measures of Teacher Effectiveness will be calculated from Structured Review of Lesson Plans, Student Portfolios and or Other Teaching Artifacts. This score will be based primarily in Domains I and IV of Charlotte Danielson's Framework for Teacher Effectiveness.*

## Calculating Other Measures of Teacher Effectiveness

*Step 1 – Lead Evaluators will do multiple classroom observations. Through observations teachers will be assessed using Danielson’s rubric and teachers will be assigned a score of 1 to 4 (1 = Ineffective, 2 = Developing, 3 = Effective, and 4 = Highly Effective) on each individual component in Domains II & III. Teacher component scores in Domains II and III will be averaged to determine a score for the two domains. This score will be a number between 1 and 4. The score will be rounded to the closest matching number, to the thousandth (.001) place, on the incremental conversion chart. The averaged component score will equate to a number between 0 and 60 on the incremental conversion chart.*

*In order to determine the 31 points of Domains II and III the Lead Evaluator will take the converted number determined using the incremental scale, a number between 0 and 60, and divide this number by two. Then the Lead Evaluator will add one point to this number. The highest possible score for Domains II & III is 31 points.*

*Step 2 – Lead Evaluators will review teacher work in an outside the classroom throughout the school year. Through a review of Lesson Plans, Student Portfolios and or Other Teaching Artifacts, teachers will be assessed using Danielson’s rubric and teachers will be assigned a score of 1 to 4 (1 = Ineffective, 2 = Developing, 3 = Effective, and 4 = Highly Effective) on each individual component in Domains I & IV. Teacher component scores in Domains I and IV will be averaged to determine a score for the two domains. This score will be a number between 1 and 4. The score will be rounded to the closest matching number, to the thousandth (.001) place, on the incremental conversion chart. The averaged component score will equate to a number between 0 and 60 on the incremental conversion chart.*

*In order to determine the 29 points of Domains I and IV the Lead Evaluator will take the converted number determined using the incremental scale, a number between 0 and 60, and divide this number by two. Then the Lead Evaluator will subtract one point from this number. The highest possible score for Domains I & IV is 29 points.*

*Step 3 – The Lead Evaluator will add the scores from Step 1 and Step 2 together. This will equal a score from 0 to 60.*

*Highly Effective/Distinguished: Overall performance and results exceed NYS Teaching Standards and District expectations. Teachers receiving this designation will have a total score of 59 – 60.*

*Effective: Overall performance and results meet NYS Teaching Standards and District expectations. Teachers receiving this designation will have a total score of 57 – 58*

*Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards and district expectations. Teachers receiving this designation will have a total score of 50 – 56.*

*Ineffective: Overall performance and results do not meet NYS Teaching Standards or District Standards. Teachers receiving this designation will have a total score of 0 – 49.*

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.

*(No response)*

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.

In order to be Highly Effective a teacher will have an overall rating of 59 to 60 points as determined using the uploaded conversion chart.

Effective: Overall performance and results meet NYS Teaching Standards.

In order to be Effective a teacher will have an overall rating of 57 to 58 as determined using the uploaded conversion chart.

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	In order to be Developing a teacher will have an overall rating of 50 to 56 as determined using the uploaded conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	In order to be Ineffective a teacher will have an overall rating of 0 to 49 as determined using the uploaded conversion chart.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, June 19, 2012

Updated Thursday, September 27, 2012

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## Page 1

### **Standards for Rating Categories**

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

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, June 19, 2012

Updated Tuesday, October 23, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/143966-Df0w3Xx5v6/Teacher Improvement Plan Notification.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*The overall APPR process is designed so that professional conversations between teachers and administrators occur on a regular basis so that concerns, differences of professional opinion, professional growth, dissemination of evidence, etc. take place. This process provides and encourages collegial support and an "early warning" for all teachers. The purpose of the APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective instructional environment.*

*The appeal procedures shall provide for the timely and expeditious resolution of procedural and/or substantive issues. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may file only one (1) appeal regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).*

### *APPR Appeals Procedures*

*The appeals process shall not apply to any unit member receiving an APPR Composite Score rating of either “effective” or “highly effective.” However, he/she may attach a statement (e.g. evidence, rebuttal) to his/her APPR that will be included in his/her personnel file. Any unit member receiving an APPR Composite Score rating of either “ineffective” or “developing” may challenge that rating. All unit members are entitled to an Association representative throughout the appeals process. In order to waive this right, it must be in writing.*

*Any teacher APPR which is the subject of a pending appeal shall not be offered as evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated disciplinary procedure, until the appeal process is concluded.*

### *Grounds for an Appeal*

*Probationary Teachers may file an appeal challenging the APPR Composite Score based on the following grounds:*

*a. The APPR and/or contractual observation/evaluation process. The appeal must be based on procedural concerns.*

*Tenured Teachers may file an appeal challenging the APPR Composite Score based upon one or more of the following grounds:*

- a. The APPR and/or contractual observation / evaluation process*
- b. The substance of the Annual Professional Performance Review*
- c. The outcome of a Teacher Improvement Plan (TIP)*

### *Procedural Appeals*

*Procedural appeals shall include:*

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

### *Substantive Appeals*

*Substantive appeals may be filed by a tenured teacher where he/she disagrees with the lead evaluator’s Composite Score for the Other Measures of Teacher Effectiveness (60 points). Said appeals must be based upon actual evidence, which can include observations, that was provided to the lead evaluator during the prior school year.*

### *Appeals Notification and Hearing Timeline*

*In order to be timely, the notification of the appeal shall be filed, in writing, within ten (10) business days after the teacher has received his/her APPR Composite Score rating. Notification of the appeal by the teacher shall be provided in writing to the superintendent of schools (or his/her designee) and the Association president (or his/her designee). The written appeal will state the specific reason(s) for the appeal and reference the area(s) the teacher is appealing. Without this information the appeal will not be reviewed. Once the appeal is received by the superintendent of schools no further information can be added to the written appeal.*

*For Procedural Appeals, explained below, the hearing with the superintendent will occur within ten (10) business days of receiving the appeal notification. In the case of a Substantive Appeal, the conference with the panel will occur no more than ten (10) business days after receiving the notification of appeal from the teacher.*

### *Procedural Appeal Conference with the Superintendent*

*The appeal conference shall be a meeting, wherein the superintendent (or designee) and the teacher (and Association representative if not waived) discuss the evaluation procedures and the areas of dispute. The teacher will provide any and all evidence relevant to the appeal. The superintendent shall consider the evidence, perform any investigation, and render his/her written decision to the teacher and Association president within ten (10) business days after the conference. The superintendent's decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process was not followed. If the superintendent affirms the teacher's appeal, his/her APPR Composite Score shall be recalculated taking into account the corrected evaluation (e.g. recalculate average score if an observation was missing). If the superintendent rejects the teacher's appeal, the original APPR Composite Score will be affirmed.*

#### *Substantive Appeals Conference with the APPR Appeals Panel*

*A three-member APPR Appeals Panel composed of the superintendent (or designee), another district administrator (APPR certified) who has not evaluated the appealing teacher, and the Association president (or designee if he/she is in the appealing teacher's same subject area and/or grade level) shall hear all substantive appeals. The appeal conference shall be a meeting, wherein the APPR Appeals Panel and the teacher (and Association representative if not waived) discuss the substance of the APPR evaluation and the area(s) of dispute. The teacher will be required to provide any and all relevant evidence to the panel at least five (5) business days in advance of the meeting. The panel shall consider the evidence, perform any investigation, and render their written decision to the teacher and Association president within ten (10) business days after the conference. The panel's decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process has not been followed.*

*If the panel affirms the teacher's appeal, the panel shall determine and direct the appropriate remedy. For example, if evidence is provided that results in a change of a teacher's Other Measures of Teacher Effectiveness Subcomponent Score (60 points), then this score would be amended as would the APPR Composite Score. If the panel rejects the teacher's appeal, the original APPR Composite Score will be affirmed.*

#### *Burden of Proof*

*During an appeal procedure the unit member has the burden of demonstrating a clear and/or legal right to the relief requested. The unit member also has the burden of establishing the facts upon which the unit member seeks relief*

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

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

*All teacher evaluators have been trained using Teachscape training modules based on Charlotte Danielson's 2011 Framework for Teaching. This training takes approximately 30 hours. The District's Network Team member attended all training sessions provided by the NYSED in Albany and Utica during 2011 and 2012. Teacher evaluators have participated in training done by the District's Network Team member and the Wayne Finger Lakes BOCES. This training has been approximately 35 to 40 hours in duration.*

*All teacher evaluators will continue to participate in training sessions provided the District's Network Team member and WFL BOCES. These sessions will continue to sharpen observation skills and be used to update new information provided to the field by NYSED. This training will occur throughout the 2012-2013 school year and will be approximately 20 to 25 hours in duration.*

*All administrators responsible for observing and evaluating teachers will be re-certified annually after going through a District calibration process. The process will include an assessment of inter-rater reliability. Once this process has been completed the BOE will recertify administrators involved in observing and evaluating teachers.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than	Checked

the last school day of the school year for which the teacher or principal is being measured.	
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 Thursday, June 28, 2012

Updated Thursday, September 27, 2012

## Page 1

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

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

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

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

K-5
6-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, June 28, 2012

Updated Tuesday, October 23, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
UPK-5	(d) measures used by district for teacher evaluation	For the elementary building principal, grades k-5 the following assessments will be used to calculate the local achievement score: NYS ELA Assessment grades 3, 4, and 5, NYS Math Assessment grades 3, 4, and 5, NYS Science Assessment grade 4
6-12	(d) measures used by district for teacher evaluation	For the grades 6 - 12 building principal, the following assessments will be used to calculate the local achievement score: NYS ELA Assessment grades 6, 7, and 8, NYS Math Assessment grades 6, 7, and 8, Integrated Algebra Regents – Grade 8 Students, Living Environment Regents – Grade 8 Students, Wayne Finger Lakes BOCES Regionally Developed Check Point A Spanish assessment given to 8th grade students, Wayne Finger Lakes BOCES Regionally Developed Check Point B Spanish assessment given to 10th grade students, Wayne Finger Lakes Regionally Developed Check Point A French assessment given to 8th grade students, Wayne Finger Lakes Regionally Developed Check Point B French assessment given to 10th grade students, Algebra Regents – High School Students, Geometry Regents, Algebra II/Trigonometry Regents, ELA

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.	The elementary building principal, grades k – 5, will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.  In order to determine the average performance level indicator
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(1-4) by students taking the listed assessments the district will add the performance level indicator (1-4) for each assessment taken by every student. The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

The building principal's HEDI score will be determined using the uploaded chart.

The middle level/high school, grades 6 – 12, principal will receive a HEDI score based on the average performance indicator (1-4) achieved by the students taking the assessments listed above.

In order to determine the average performance level indicator (1-4) by students taking the listed assessments the district will add the performance level indicator (1-4) for each assessment taken by every student. For NYS Regents Exams and LOTE Checkpoint Exams the district will first convert the student's score of 0 – 100 on each assessment listed to a performance level indicator using the following conversion table:

Regents Exam and LOTE Check Point A Exam Conversion to 1-4 Performance Level

Regents Exam Score of 85% to 100% = Performance Level 4  
Regents Exam Score of 65% to 84% = Performance Level 3  
Regents Exam Score of 55% to 64% = Performance Level 2  
Regents Exam Score of 0% to 54% = Performance Level 1

The district will then divide by the total number of assessments taken to find the average performance level (1-4) rounded to the nearest tenth.

The middle level/high school, grades 6 – 12, principal's HEDI score will be determined using the uploaded chart.

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

In order for building principals to receive this rating, the average performance level indicator for students in the respective buildings will fall between 3.5 and a 4.0 which converts to  
3.5 14  
3.6 14  
3.7 14  
3.8 15  
3.9 15  
4.0 15

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

In order for building principals to receive this rating, the average performance level indicator for students in the respective buildings will fall between 2.4 and a 3.4 which converts to  
2.4 8  
2.5 8  
2.6 9  
2.7 9  
2.8 10  
2.9 10  
3.0 11  
3.1 12  
3.2 12  
3.3 13  
3.4 13

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for building principals to receive this rating, the average performance level indicator for students in the respective buildings will fall between a 1.5 and a 2.3 which converts to 1.5 3 1.6 4 1.7 4 1.8 5 1.9 5 2.0 6 2.1 6 2.2 7 2.3 7
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for building principals to receive this rating, the average performance level indicator for students in the respective buildings will fall between a 1.0 and a 1.4 which converts to 1.0 0 1.1 1 1.2 1 1.3 2 1.4 2

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/5366/147026-qBFVOWF7fC/Local Measures of Achievement scoring chart 15 points 10 23 12.docx*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

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

*There are no locally developed controls.*

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

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

*(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

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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
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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
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# 9. Other Measures of Effectiveness (Principals)

Created Thursday, June 28, 2012

Updated Thursday, November 01, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

(No response)

(No response)

(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.

*Principals will be assigned a raw score from 0 to 60 based on observations and evaluations using the Multidimensional Principal Performance Rubric. In order to determine this score (0 to 60), the principal will receive a score of 1 to 4 for each component observed. The score from all observed components will be averaged and rounded to the nearest corresponding number (thousandth place) and the average score will be converted to a HEDI score of 0 to 60 using the uploaded conversion chart.*

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

*assets/survey-uploads/5143/147040-pMADJ4gk6R/Other Measures Total Average Rubric Score principals.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.	In order to be Highly Effective a building principal will have an overall rating of 59 to 60 points as determined using the uploaded conversion chart.
Effective: Overall performance and results meet standards.	In order to be Effective a building principal will have an overall rating of 57 to 58 as determined using the uploaded conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	In order to be Developing a building principal will have an overall rating of 50 to 56 as determined using the uploaded conversion chart.
Ineffective: Overall performance and results do not meet standards.	In order to be Ineffective a building principal will have an overall rating of 0 to 49 as determined using the uploaded conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

**Probationary Principals**

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

**Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, June 25, 2012

Updated Tuesday, October 23, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, August 01, 2012

Updated Tuesday, October 23, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/157619-Df0w3Xx5v6/Principal Improvement Plan 9 17 12.docx](assets/survey-uploads/5276/157619-Df0w3Xx5v6/Principal%20Improvement%20Plan%209%2017%2012.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:

*This appeals procedure addresses a building principal's due process rights while ensuring that appeals are resolved in an expeditious manner.*

*CHALLENGES IN AN APPEAL: Nontenured Building Principal*

*Appeals procedures will limit the scope of appeals under Education Law 3012-c to the following subjects:*

- 1. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;*
- 2. the adherence to the Commissioner's regulations, as applicable to such reviews;*
- 3. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 4. the school district's issuance and/or implementation of the terms of a principal improvement plan under Education Law 3012-c.*

#### *CHALLENGES IN AN APPEAL: Tenured Building Principals*

*Appeals procedures will limit the scope of appeals under Education Law 3012-c to the following subjects:*

- 1. the substance of the annual professional performance review;*
- 2. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;*
- 3. the adherence to the Commissioner's regulations, as applicable to such reviews;*
- 4. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 5. the school district's issuance and/or implementation of the terms of a principal improvement plan under Education Law 3012-c.*

#### *RATINGS THAT MAY BE APPEALED:*

*Appeals of annual professional performance reviews will be limited to those that rate a principal as ineffective, developing or an effective rating where compensation may be affected.*

#### *PROHIBITION AGAINST MORE THAN ONE APPEAL*

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

#### *BURDEN OF PROOF*

*The burden of proof shall be on the school district to establish in the preponderance of evidence that the rating given to the principal was justified. The principal has the burden of establishing the facts upon which the principal, the appellant, seeks relief and providing information upon request..*

#### *TIME FRAME FOR FILING THE APPEAL*

*All appeals must be filed in writing no later than 10 business days after the date on which the principal receives his/her final and complete annual professional performance review, filed with the Superintendent of Schools and Association President. The act of mailing the appeal shall constitute filing.*

*The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Receipt shall mean personal receipt of a final and full APPR document. An extension of the time in which to appeal the final APPR document or the principal improvement plan may be granted by the Superintendent of Schools upon written request, which shall not be unreasonably withheld.*

*When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be provided by the school district upon request for same. Negative references may be drawn from the failure of the school district to provide the requested documents. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*

#### *TIME FRAME FOR SCHOOL DISTRICT RESPONSE*

*Within 20 business days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the school district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the school district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and all additional information submitted with the response at the same time the school district files its response.*

#### *FILING APPEAL*

*The parties must meet within five 5 business days after the District's response, to select a Hearing Officer from the list provided by the Wayne Finger Lakes BOCES or other BOCES providing this service.*

#### *DECISION – MAKER ON APPEAL*

*A decision shall be rendered by an individual hearing officer chosen from the list of hearing officers approved mutually by the school district and the bargaining unit representing the principals.*

*The parties agree that:*

- 1. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*
- 2. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- 3. The parties shall have the ability to be represented by either legal counsel or union representative, or to appear pro se.*
- 4. The parties shall exchange documentary evidence and an anticipated witness list no less than seven (7) business days before the scheduled hearing date.*
- 5. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.*
- 6. The principal shall have the opportunity to present his/her case, which may include the presentation of witnesses and/or affidavits in lieu of testimony. The school district may refute the principal's presentation. If the school district presents a case, the principal will have the right to present a rebuttal cas*

#### *DECISION*

*A written decision on the merits of the appeal shall be rendered by the hearing officer no later than 20 business days from the close of the hearing.*

*The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers.*

*Such decision shall a final administrative decision, binding on both parties.*

*The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the hearing officer may set aside a rating and issue a new ruling based on the reasons and facts submitted. A copy of the written decision shall be provided to the principal and the school district representative.*

## EXCLUSIVITY OF 3012-C APPEAL PROCEDURE

*The 3012-c appeal procedure shall constitute the means for initiating, reviewing and resolving any and all challenges to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for resolution of challenges and appeals related to a professional performance review and/or improvement plan.*

### OTHER

*1. The school district and bargaining unit for the principal shall consult the list of hearing officers provided by the Wayne Finger Lakes BOCES or other BOCES providing this service. The list shall consist of not less than three (3) mutually agreed upon hearing officers or will agree to utilize such a list developed by a mutually agreed upon outside party.*

*2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.*

*3. The cost of the hearing officer shall be the responsibility of the school district. The district will pay the going rate for the service provided by Wayne Finger Lakes BOCES or other BOCES providing the service.*

*4. An evaluation shall not be placed in the principal's personnel file until either the expiration of the thirty (30) day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*

*5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the thirty (30) days in which to file a notice of appeal does not waive his/her right to timely file an appeal.*

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

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

*Lead principal evaluators have been trained by the Network Team member attending sessions in Albany and have attended sessions conducted by the Wayne Finger Lakes BOCES, and the LEAF Institute. Evaluators will complete training in all nine components prior to conducting formal evaluations. Initial training will be no less than 20 hours and will include knowledge development, modeling of effective evaluation, and practical exercises in evidence based observation. Certification will require initial and yearly ongoing demonstration of knowledge and competency through formal and informal assessment.*

## 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

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• Checked

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## 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 Thursday, May 03, 2012

Updated Thursday, November 01, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/124504-3Uqgn5g9Iu/Signatures 11 1 12.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.

**15% local measures - Conversion Sub-Component Score**

<b>Local Measures of Achievement Conversion Scale</b>	
<b>Based Local Measures on a 1- 4 Rating</b>	<b>15 Point Conversion</b>
Ineffective	
1.0	0
1.1	1
1.2	1
1.3	2
1.4	2
Developing	
1.5	3
1.6	4
1.7	4
1.8	5
1.9	5
2.0	6
2.1	6
2.2	7
2.3	7
Effective	
2.4	8

2.5	8
2.6	9
2.7	9
2.8	10
2.9	10
3.0	11
3.1	12
3.2	12
3.3	13
3.4	13
Highly Effective	
3.5	14
3.6	14
3.7	14
3.8	15
3.9	15
4.0	15

## Teacher Improvement Plan Notification

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Using the evaluation process developed by the Bloomfield Professional Educators Association (BPEA) and the Bloomfield Central School District your composite score has placed you in the Ineffective or Developing range of the HEDI scale. Due to this designation the District will work with you to development and implement an improvement plan. It is the intent of the District that once implemented and completed you will be able to work on your area(s) for targeted growth and move towards a rating of Effective or Highly Effective.

### Domains/Components

<b>Domain 1: Planning and Preparation</b> 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	<b>Domain 2: Classroom Environment</b> 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
<b>Domain 4: Professional Responsibilities</b> 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	<b>Domain 3: Instruction</b> 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Area(s) for Targeted Growth - List area(s) from Domain(s)/Component(s) above: This information will be used when developing the Teacher Improvement Plan

**Improvement Plan**

\_\_\_\_\_

(Teacher's Name)

\_\_\_\_\_

(Date)

\_\_\_\_\_

(Administrator's Name)

\_\_\_\_\_

(Date)

**Descriptions of Teacher's Assignment(s):** Grade(s), Subject(s), Building(s), Work Day (FT or PT), any/all other relevant information

**Domain(s)/Components Requiring Improvement:**

**Performance Goals:**

**Timeline of Achieving Performance Goals:**

**Required Artifacts/Evidence:**

**How Progress will be Assessed:**

**Professional Learning Activities:**

**Meeting Schedule to Assess Progress:**

\_\_\_\_\_  
(Teacher's Signature)

\_\_\_\_\_  
(Date of Implementation)

\_\_\_\_\_  
(Expected Date of Completion)

\_\_\_\_\_  
(Administrator's Signature)

Other Measures of Achievement – 60 points  
 Building Principals

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0 - 49	
0.000		0
0.100		1
0.200		2
0.300		3
0.400		4
0.500		5
.0600		6
.0700		7
0.800		8
0.900		9
1.000		10
1.110		11
1.120		12
1.130		13
1.140		14
1.150		15
1.160		16
1.170		17
1.180		18
1.190		19
1.200		20

1.210		21
1.220		22
1.230		23
1.240		24
1.250		25
1.260		26
1.270		27
1.280		28
1.290		29
1.300		30
1.310		31
1.320		32
1.330		33
1.340		34
1.350		35
1.360		36
1.370		37
1.380		38
1.390		39
1.400		40
1.410		41
1.420		42
1.430		43
1.440		44
1.450		45

1.460		46
1.470		47
1.480		48
1.490		49
	Developing 50-56	
1.500		50
1.525		50
1.550		50
1.575		50
1.600		50
1.625		51
1.650		51
1.675		51
1.700		51
1.725		51
1.750		52
1.775		52
1.800		52
1.825		52
1.850		52
1.875		53
1.900		53
1.925		53
1.950		53
1.975		53

2.000		53
2.025		54
2.050		54
2.075		54
2.100		54
2.125		54
2.150		54
2.175		55
2.200		
2.225		55
2.250		55
2.275		55
2.300		55
2.325		55
2.350		56
2.375		56
2.400		56
2.425		56
2.450		56
2.475		56
	Effective 57-58	
2.500		57
2.525		57
2.550		57

2.575		57
2.600		57
2.625		57
2.650		57
2.675		57
2.700		57
2.725		57
2.750		57
2.775		57
2.800		57
2.825		57
2.850		57
2.875		57
2.900		57
2.925		57
2.950		58
2.975		58
3.000		58
3.025		58
3.050		58
3.075		58
3.100		58
3.125		58

3.150		58
3.175		58
3.200		58
3.225		58
3.250		58
3.275		58
3.300		58
3.325		58
	Highly Effective 59 - 60	
3.500		59
3.575		59
3.600		59
3.625		59
3.650		59
3.675		59
3.700		60
3.725		60
3.750		60
3.775		60
3.800		60
3.825		60
3.850		60
3.875		60
3.900		60
3.925		60

3.950		60
3.975		60
4.000		60

## Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

Deficiency that lead to the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent will attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 business days after the identified completion date. Such summary shall be signed by the superintendent or designee and principal with the opportunity for the principal to attach comments.

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

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

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

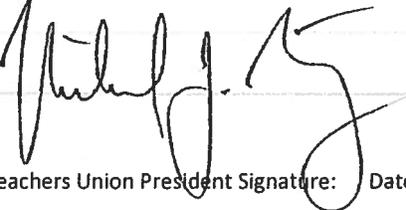
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

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

**Signatures, dates**

Superintendent Signature:      Date:

 11/1/12

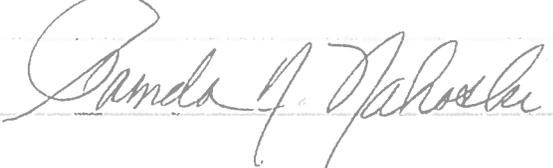
Teachers Union President Signature:      Date:

 11/1/12

Administrative Union President Signature:      Date:

 11/1/12

Board of Education President Signature:      Date:

 11/1/12