



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

Commissioner of Education
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May 12, 2014

Revised

Richard Stutzman, Superintendent
East Rochester Union Free School District
222 Woodbine Avenue
East Rochester, NY 14445

Dear Superintendent Stutzman:

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

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.
Commissioner

Attachment

c: Daniel T. White

NOTE:

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

Annual Professional Performance Reviews

Created Wednesday, February 19, 2014

Updated Friday, February 28, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

26 13 13 03 0000

1.2) School District Name:

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

East Rochester Union Free School District

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Wednesday, February 19, 2014

Updated Thursday, April 10, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	East Rochester UFSD developed Kindergarten Assessment in ELA
1	District, regional, or BOCES-developed assessment	East Rochester UFSD developed 1st Grade Assessment in ELA
2	District, regional, or BOCES-developed assessment	East Rochester UFSD developed 2nd Grade Assessment in ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utilize baseline assessment data to set appropriate growth targets for each student. Teacher and supervisor will agree to these growth targets. The district has developed a district-wide conversion scale. This scale assigns a HEDI rating and points based on the percentage of students who met or exceeded the individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of the students met or exceeded their individual growth targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable and appropriate student growth. 75-89% of students met or exceeded their individual growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results that met minimal student growth. 62-74% of students met or exceed their individual growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student growth. 61% or few students met or exceeded their individual growth targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	East Rochester UFSD developed Kindergarten Assessment for Math
1	District, regional, or BOCES-developed assessment	East Rochester UFSD developed 1st Grade Assessment for Math
2	District, regional, or BOCES-developed assessment	East Rochester UFSD developed 2nd Grade Assessment for Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utilize baseline assessment data to set appropriate growth targets for each student. Teacher and supervisor will agree to these growth targets. The district has developed a district-wide conversion scale. This scale assigns a HEDI rating and points based on the percentage of students who met or exceeded the individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of the students met or exceeded their individual growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable and appropriate student growth. 75-89% of students met or exceeded their individual growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results that met minimal student growth. 62-74% of students met or exceed their individual growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student growth. 61% or few students met or exceeded

their individual growth targets.

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	East Rochester UFSD developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	East Rochester UFSD developed 7th Grade 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utilize baseline assessment data to set appropriate growth targets for each student. Teacher and supervisor will agree to these growth targets. The district has developed a district-wide conversion scale. This scale assigns a HEDI rating and points based on the percentage of students who met or exceeded the individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of the students met or exceeded their individual growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable and appropriate student growth. 75-89% of students met or exceeded their individual growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results that met minimal student growth. 62-74% of students met or exceed their individual growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student growth. 61% or few students met or exceeded their individual growth targets.

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	East Rochester UFSD developed 6th Grade Social Studies Assessment

7	District, regional or BOCES-developed assessment	East Rochester UFSD developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	East Rochester UFSD 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utilize baseline assessment data to set appropriate growth targets for each student. Teacher and supervisor will agree to these growth targets. The district has developed a district-wide conversion scale. This scale assigns a HEDI rating and points based on the percentage of students who met or exceeded the individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of the students met or exceeded their individual growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 75-89% of students met or exceeded their individual growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results that met minimal student growth. 62-74% of students met or exceed their individual growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 61% or few students met or exceeded their individual growth targets.

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	East Rochester UFSD developed Global 9

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utilize baseline assessment data to set appropriate growth targets for each student. Teacher and supervisor will agree to these growth targets. The district has developed a district-wide conversion scale. This scale assigns a HEDI rating and points based on the percentage of students who met or exceeded the individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of the students met or exceeded their individual growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 75-89% of students met or exceeded their individual growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results that met minimal student growth. 62-74% of students met or exceed their individual growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 61% or few students met or exceeded their individual growth targets.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utilize baseline assessment data to set appropriate growth targets for each student. Teacher and supervisor will agree to these growth targets. The district has developed a district-wide conversion scale. This scale assigns a HEDI rating and points based on the percentage of students who met or exceeded the individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of the students met or exceeded their individual growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 75-89% of students met or exceeded their individual growth targets.

Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results that met minimal student growth. 62-74% of students met or exceed their individual growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 61% or few students met or exceeded their individual growth targets.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utilize baseline assessment data to set appropriate growth targets for each student. Teacher and supervisor will agree to these growth targets. The district has developed a district-wide conversion scale. This scale assigns a HEDI rating and points based on the percentage of students who met or exceeded the individual growth targets. Algebra 1 Common Core exam will be taken by all students scheduled for this exam, and this group of students will also have the option of taking the Integrated Algebra regents. The higher of the two Integrated Algebra or Algebra 1 Common Core score will be used to determine the percentage of students who met or exceeded the individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of the students met or exceeded their individual growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 75-89% of students met or exceeded their individual growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results that met minimal student growth. 62-74% of students met or exceed their individual growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 61% or few students met or exceeded their individual growth targets.

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	East Rochester UFSD developed English 9
Grade 10 ELA	District, regional or BOCES-developed assessment	East Rochester UFSD developed English 10
Grade 11 ELA	Regents assessment	NYS Compreh. English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utilize baseline assessment data to set appropriate growth targets for each student. Teacher and supervisor will agree to these growth targets. The district has developed a district-wide conversion scale. This scale assigns a HEDI rating and points based on the percentage of students who met or exceeded the individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of the students met or exceeded their individual growth targets.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 61% or few students met or exceeded their individual growth targets.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
7-12 LOTE: Spanish, French and	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific LOTE assessments

Family and Consumer Science	District, Regional or BOCES-developed	East Rochester UFSD developed grade FCS assessments
K-12 Physical Education	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific P.E. assessments
Technology: Design-Drawing for	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific Design-Drawing, Princ. of Engineering assessments
Technology: Grade 7 - 8	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific Technology assessments
7-12 Art: Studio Art, Studio in	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific Studio Art, Studio in Drawing-Painting, Studio in Computer Art assessments
K-6 Art: Elementary Art Grades K-2-3-5	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific Art assessments
7-12 Art: Studio Art and Art 8	District, Regional or BOCES-developed	East Rochester UFSD developed grade Art assessments
7-12 Health: Grade 8 & 12	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific Health assessments
K-12 Music classes, Jazz ensembles,	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific Music assessments
Culinary Basics	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific Culinary Basics assessments
Participation in Government and	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific Economics & PIG assessments
9-12 Life Functioning	District, Regional or BOCES-developed	East Rochester UFSD developed grade specific Life Functioning assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will utilize baseline assessment data to set appropriate growth targets for each student. Teacher and supervisor will agree to these growth targets. The district has developed a district-wide conversion scale. This scale assigns a HEDI rating and points based on the percentage of students who met or exceeded the individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of the students met or exceeded their individual growth targets.
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Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results that met minimal student growth. 62-74% of students met or exceed their individual growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 61% or few students met or exceeded their individual growth targets.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1026267-TXEttx9bQW/ER - HEDI table.pdf

2.12) Locally Developed Controls

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

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

Adjustments will not be made using controls. Individual student targets will be set using baseline data and previous academic history.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	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)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise & Early Literacy
5	6(ii) School wide measure computed locally	STAR Reading Enterprise & Early Literacy
6	6(ii) School wide measure computed locally	STAR Reading Enterprise & Early Literacy
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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>The percentage of the students meeting the specific individual growth target on all STAR Reading and Early Literacy assessments throughout the building will be used to generate HEDI score for all K-6 teachers. HEDI points will be calculated based on the percentage of students meeting or exceeding the established target. Growth targets are determined and set by STAR.</p> <p>For grades 7 & 8 teachers the percentage of all students throughout the building meeting the grade level specific growth</p>
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target on the STAR Reading assessments for all grade 7 and 8 students will be used to generate HEDI scores for all grades 7 and 8 teachers. Growth targets are determined and set by STAR.

Attached is the scoring methodology.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.1 Local Measures table
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.1 Local Measures table
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.1 Local Measures table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.1 Local Measures table

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The percentage of the students meeting the specific individual growth target on all STAR Math assessments throughout the building will be used to generate HEDI score for all K-6 teachers. HEDI points will be calculated based on the percentage of students meeting or exceeding the established target. Growth targets are determined and set by STAR.</p> <p>For grades 7 & 8 teachers the percentage of all students throughout the building meeting the grade level specific individual growth target on the STAR Math assessments for all grade 7 and 8 students will be used to generate HEDI scores for all grades 7 and 8 teachers. Growth targets are determined and set by STAR.</p> <p>Attached is the scoring methodology.</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.1 Local Measures table
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.1 Local Measures table
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.1 Local Measures table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.1 Local Measures table

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1027069-rhJdBgDruP/3.1 Local Measures (15 pts teachers) 05.07.14.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise & STAR Reading
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise & Early Literacy
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise & Early Literacy
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise & Early Literacy

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The ERUFSD has selected the NYSED approved 3rd party assessments: STAR Reading and Early Literacy for the local assessments.</p> <p>The percentage of all students meeting the specific individual growth target on the STAR Reading and Early Literacy assessments throughout the building will be used to generate HEDI score for all K-6 teachers. HEDI points will be calculated based on the percentage of students meeting or exceeding the established target. Growth targets are determined and set by STAR.</p> <p>Attached is the scoring methodology.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	See 3.8-3.11 Local Measures table

grade/subject.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Math Enterprise

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.	The ERUFSD has selected the NYSED approved 3rd party assessment, STAR Enterprise Math for the local assessments. The percentage of all students meeting the specific individual growth target on the STAR Math assessments throughout the building will be used to generate HEDI score for all K-6 teachers. HEDI points will be calculated based on the percentage of students meeting or exceeding the established target. Growth targets are determined and set by STAR. Attached is the scoring methodology.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise & Early Literacy

7	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The ERUFSD has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading, Math, and Early Literacy for the local assessments.</p> <p>The percentage of all students meeting the specific individual growth target on the STAR Reading, Math and Early Literacy assessments throughout the building will be used to generate HEDI score for all K-6 teachers.</p> <p>The percentage of all students meeting the specific individual growth target on the STAR Reading and Math assessments throughout the building will be used to generate HEDI score for all 7th and 8th grade teachers.</p> <p>For both buildings, HEDI points will be calculated based on the percentage of students meeting or exceeding the established target. Growth targets are determined and set by STAR. Attached is the scoring methodology.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures table

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise & Early Literacy
7	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise

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>The ERUFSD has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading, Math, and Early Literacy for the local assessments.</p> <p>The percentage of all students meeting the specific individual growth target on the STAR Reading, Math and Early Literacy assessments throughout the building will be used to generate HEDI score for all K-6 teachers.</p> <p>The percentage of all students meeting the specific individual growth target on the STAR Reading and Math assessments throughout the building will be used to generate HEDI score for all 7th and 8th grade teachers.</p> <p>For both buildings, HEDI points will be calculated based on the percentage of students meeting or exceeding the established target. Growth targets are determined and set by STAR. Attached is the scoring methodology.</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>See 3.8-3.11 Local Measures table</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.8-3.11 Local Measures table</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.8-3.11 Local Measures table</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.8-3.11 Local Measures table</p>

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
Global 2	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
American History	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible

for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The percentage of all students meeting the state expected passing rate will be used to generate HEDI score for all 9-12 grade teachers throughout the building.</p> <p>Algebra 1 Common Core exam will be taken by all students scheduled for this exam, and this group of students will also have the option of taking the Integrated Algebra regents. The higher of the two Integrated Algebra or Algebra 1 Common Core score will be used to determine the percentage of students who met or exceeded the targets.</p> <p>HEDI points will be calculated based on the percentage of students meeting or exceeding the established targets. As per NYS passing guidelines, the target/passing rate is 65 with 55 passing rate for students with disabilities.</p> <p>Attached is the scoring methodology.</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>85-100% of students will meet their targets. This represents exceptional student achievement. See attachment for conversions.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-84% of students will meet their targets. This represents acceptable and appropriate student achievement. See attachment for conversions.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-64% of students will meet their targets. This represents student achievement below acceptable expectations. See attachment for conversions.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-54% of students will meet their targets. This represents student achievement that is well below acceptable expectations. See attachment for conversions.</p>

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
Earth Science	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
Chemistry	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
Physics	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The percentage of all students meeting the state expected passing rate will be used to generate HEDI score for all 9-12 grade teachers throughout the building.</p> <p>Algebra 1 Common Core exam will be taken by all students scheduled for this exam, and this group of students will also have the option of taking the Integrated Algebra regents. The higher of the two Integrated Algebra or Algebra 1 Common Core score will be used to determine the percentage of students who met or exceeded the targets.</p> <p>HEDI points will be calculated based on the percentage of students meeting or exceeding the established targets. As per NYS passing guidelines, the target/passing rate is 65 with 55 passing rate for students with disabilities.</p> <p>Attached is the scoring methodology.</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>85-100% of students will meet their targets. This represents exceptional student achievement. See attachment for conversions.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-64% of students will meet their targets. This represents student achievement below acceptable expectations. See attachment for conversions.</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-84% of students will meet their targets. This represents acceptable and appropriate student achievement. See attachment for conversions.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-54% of students will meet their targets. This represents student achievement that is well below acceptable expectations. See attachment for conversions.</p>

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
Geometry	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
Algebra 2	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The percentage of all students meeting the state expected passing rate will be used to generate HEDI score for all 9-12 grade teachers throughout the building.</p> <p>Algebra 1 Common Core exam will be taken by all students scheduled for this exam, and this group of students will also have the option of taking the Integrated Algebra regents. The higher of the two Integrated Algebra or Algebra 1 Common Core score will be used to determine the percentage of students who met or exceeded the targets.</p> <p>HEDI points will be calculated based on the percentage of students meeting or exceeding the established targets. As per NYS passing guidelines, the target/passing rate is 65 with 55 passing rate for students with disabilities.</p> <p>Attached is the scoring methodology.</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>85-100% of students will meet their targets. This represents exceptional student achievement. See attachment for conversions.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-84% of students will meet their targets. This represents acceptable and appropriate student achievement. See attachment for conversions.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-64% of students will meet their targets. This represents student achievement below acceptable expectations. See attachment for conversions.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-54% of students will meet their targets. This represents student achievement that is well below acceptable expectations. See attachment for conversions.</p>

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
Grade 10 ELA	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
Grade 11 ELA	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The percentage of all students meeting the state expected passing rate will be used to generate HEDI score for all 9-12 grade teachers throughout the building.</p> <p>Algebra 1 Common Core exam will be taken by all students scheduled for this exam, and this group of students will also have the option of taking the Integrated Algebra regents. The higher of the two Integrated Algebra or Algebra 1 Common Core score will be used to determine the percentage of students who met or exceeded the targets.</p> <p>HEDI points will be calculated based on the percentage of students meeting or exceeding the established targets. As per NYS passing guidelines, the target/passing rate is 65 with 55 passing rate for students with disabilities.</p> <p>Attached is the scoring methodology.</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>85-100% of students will meet their targets. This represents exceptional student achievement. See attachment for conversions.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-84% of students will meet their targets. This represents acceptable and appropriate student achievement. See attachment for conversions.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-64% of students will meet their targets. This represents student achievement below acceptable expectations. See attachment for conversions.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-54% of students will meet their targets. This represents student achievement that is well below acceptable expectations. See attachment for conversions.</p>

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
9-12 Art	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
9-12 Music	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry

9-12 Physical Education and Health	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
9-12 Technology	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
9-12 Culinary	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
9-12 LOTE	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
9-12 Life Functioning	6(ii) School wide measure computed locally	Five (5) NYS regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry
K-6 Art	6(ii) School wide measure computed locally	STAR Reading, Math, & Early Literacy Enterprise
K-6 Music	6(ii) School wide measure computed locally	STAR Reading, Math, & Early Literacy Enterprise
K-6 Physical Education	6(ii) School wide measure computed locally	STAR Reading, Math, & Early Literacy Enterprise
6 Family & Consumer Science	6(ii) School wide measure computed locally	STAR Reading, Math, & Early Literacy Enterprise
6 LOTE	6(ii) School wide measure computed locally	STAR Reading, Math, & Early Literacy Enterprise
7-8 Technology	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise
7-8 LOTE	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise
7-8 Art	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise
7-8 Music	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise
7-8 Family & Consumer Science	6(ii) School wide measure computed locally	STAR Reading & Math Enterprise

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

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

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

The percentage of all students meeting the specific individual growth target on the STAR Reading, Math and Early Literacy assessments throughout the building will be used to generate HEDI score for all K-6 teachers. HEDI points will be calculated based on the percentage of students meeting or exceeding the established target. Growth targets are determined and set by STAR.

For grades 7 and 8 teachers the percentage of all students meeting the specific individual growth target on the STAR Reading and STAR Math assessments throughout the building for all grade 7 and 8 students will be used to generate HEDI scores for all grades 7 and 8 teachers. Growth targets are determined and set by STAR.

For grades 9-12, the school average of all students meeting the state expected passing rate will be used to generate HEDI score for all 9-12 grade teachers throughout the building. HEDI points will be calculated based on the percentage of students meeting or exceeding the established targets. As per NYS passing guidelines, the target/passing rate is 65 with 55 passing rate for students with disabilities.

Algebra 1 Common Core exam will be taken by all students scheduled for this exam, and this group of students will also have the option of taking the Integrated Algebra regents. The higher of the two Integrated Algebra or Algebra 1 Common Core score will be used to determine the percentage of students who met or exceeded the targets.

Attached is the scoring methodology.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures tables
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.8-3.11 Local Measures tables

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1027069-y92vNseFa4/3.8-3.11 Local Measures (teachers) 05.07.14.docx

3.14) Locally Developed Controls

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

There will be no locally developed controls utilized.

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.

Any teacher that has multiple measures will receive a score from the measure that their majority of their student case load occurs.

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 Wednesday, February 19, 2014

Updated Thursday, April 10, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric (2012 Edition)
Second Rubric, if applicable	Not Applicable

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

60% (60 out of the total 100 point composite score) of the composite effectiveness score shall be based on teacher observations. Each element within each standard will be rated on a 1-4 scale (H=4; E=3; D=2; I=1). All elements scores will be averaged together in order to create a 1-4 score for every standard within the rubric. This seven standard scores will be averaged together to create a final 1-4 score for the observations. Multiple observations will be weighted equally and averaged together to create final 1-4 rating. This score (between 1 and 4) shall then be converted to points earned on the HEDI scale according to the attached conversion chart titled "Scoring Methodology for the 60% Teacher Effects."

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/12179/1027577-eka9yMJ855/4.5 Scoring Methodology- 60% teachers 2013.14.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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>The overall performance and results are exceptional and exceeds NYS Teacher Effectiveness Standards. The final rubric rating will be calculated by first averaging the rubric ratings for observed standards in each observation and then averaging the ratings for each observation. Every standard will be assessed on a 1-4 scale. 1=Ineffective; 2= Developing; 3=Effective; 4 = Highly Effective. This final rubric rating will be converted to the HEDI rating and points using the attached conversion chart.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>The overall performance and results are acceptable and meet or exceed NYS Teacher Effectiveness Standards. The final rubric rating will be calculated by first averaging the rubric ratings for observed standards in each observation and then averaging the ratings for each observation. Every standard will be assessed on a 1-4 scale. 1=Ineffective; 2= Developing; 3=Effective; 4 = Highly Effective. This final rubric rating will be converted to the HEDI rating and points using the attached conversion chart.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>The overall performance and results are in need of improvement based on NYS Teacher Effectiveness Standards. The final rubric rating will be calculated by first averaging the rubric ratings for observed standards in each observation and then averaging the ratings for each observation. Every standard will be assessed on a 1-4 scale. 1=Ineffective; 2= Developing; 3=Effective; 4 = Highly Effective. This final rubric rating will be converted to the HEDI rating and points using the attached conversion chart.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>The overall performance and results do not meet NYS Teacher Effectiveness Standards and are considered unacceptable. The final rubric rating will be calculated by first averaging the rubric ratings for observed standards in each observation and then averaging the ratings for each observation. Every standard will be assessed on a 1-4 scale. 1=Ineffective; 2= Developing; 3=Effective; 4 = Highly Effective. This final rubric rating will be converted to the HEDI rating and points using the attached conversion chart.</p>

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Friday, April 25, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Thursday, February 20, 2014

Updated Wednesday, May 07, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/1030126-Df0w3Xx5v6/6.2 TIP form 04.25.14.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:

Appeals Process:

The overall APPR process is designed to promote professional conversations and growth between teachers and administrators on a regular basis. Dialogue should occur on a regular basis so that concerns, differences of professional opinion, professional growth, and dissemination of evidence take place. This process provides and encourages collegial support 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. The procedural meeting will take place within ten (10) school days of the appeal and the Substantive appeals meetings will take place within twenty (20) days of the appeal being filed. 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 through the appeals process as outlined.

All unit members are entitled to an Association representative throughout the appeals process, but have the authority to waive this right 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 only appeal procedural changes.

Tenure Teachers may appeal either procedural and / or substantive changes.

Any grounds for appeals must be enumerated within education law 3012-c.

Appeals Notification:

In order to be timely, all appeals shall be filed, in writing, within ten (10) school days after the teacher has received his/her APPR Composite Score rating. Notification of all appeals by the teacher shall be provided to the superintendent of schools (or designee) and the Association president (or designee).

Appeals Resolution Process:

Procedural Appeals

Conference with the Superintendent:

The appeal conference shall be a formal meeting, wherein the superintendent (or designee) and the teacher (and Association representative if not waived) discuss and review the evaluation procedures and the areas of dispute. The teacher will be encouraged to provide any and all evidence relevant to the appeal. The superintendent shall review and consider the evidence, perform an investigation as may be applicable, and render a final written decision to the teacher and Association president within ten (10) school days following 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 for the purposes of the APPR, 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) review and discuss the substance of the APPR evaluation and the areas of dispute. The teacher will be required to provide any and all relevant evidence to the panel at least five (5) days in advance of the meeting. The panel shall consider the evidence, perform any investigation, and render a written decision to the teacher and Association president within ten (10) school days following 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.

The attached APPR Appeals Form shall be used to codify and track all appeals. This process will be timely and expeditious to education law 3012-c.

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

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

EVALUATOR TRAINING

5.1 The Board of Education will certify and thus ensure that all evaluators have been trained at least for one (1) full day of training and that all lead evaluators who have been trained and certified in accordance with regulation to ensure inter rater reliability. As applicable, the district will utilize BOCES Network Team evaluator training and lead evaluator training and certification, or another approved training, in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related 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;
- (4) Application and use of the teacher and principal rubric(s), including supervisor training on the effective application of such rubrics to observe a teacher's practice as appropriate;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis to ensure inter rater reliability. The BOCES Network Team or other approved professional development/training, as applicable, will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

Created Thursday, February 20, 2014

Updated Friday, February 28, 2014

Page 1

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

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

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

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

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

PK-6
7-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	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, February 20, 2014

Updated Wednesday, May 07, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	STAR Reading, STAR Math & STAR Early Literacy
7-12	(d) measures used by district for teacher evaluation	STAR Reading & STAR Math, NYS Regents: Compreh. English, Earth Science, U.S. History, Integrated Algebra, Algebra 1 Common Core & Geometry

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the K-6 Principal, the percentage of all students meeting the specific individual growth target on the STAR Reading, Math and Early Literacy assessments throughout the building will be used to generate HEDI score. HEDI points will be calculated based on the percentage of all students throughout the building meeting or exceeding the established targets. Growth targets are determined and set by STAR.</p> <p>For the 7-12 Principal multiple measures will be used. The percentage of all 7th and 8th grade students meeting the specific individual growth targets on the STAR Reading and Math assessments throughout the building will be used to generate HEDI score. Growth targets are determined and set by STAR.</p> <p>A school average of all students meeting the state expected passing rate will be used to generate HEDI score for all 9-12th grade students throughout the building meeting the state expected passing rate on the NYS regents assessments (As per NYS passing guidelines, the target/passing rate is 65 with 55 passing rate for students with disabilities.) will be used to generate the 7-12 principal HEDI score.</p>
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Algebra 1 Common Core exam will be taken by all students scheduled for this exam, and this group of students will also have the option of taking the Integrated Algebra regents. The higher of the two Integrated Algebra or Algebra 1 Common Core score will be used to determine the percentage of students who met or exceeded the targets.

Each of these HEDI scores will be weighted proportionally with respect to the student population in grades 7 and 8 to the student population in grades 9-12 to generate a final HEDI score for the 7-12 building principal.

Attached is the scoring methodology.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment for conversions.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachments for conversions.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment for conversions.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment for conversions.

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/12190/1030182-qBFVOWF7fC/8.1 Local Measures ER Principals 05.07.14.docx

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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
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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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls will be applied.

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.

The 7-12 principal will have multiple local measure scores that will be weighted according to applicable student population and averaged together. Standard rounding rules will apply where applicable.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, February 20, 2014

Updated Wednesday, May 07, 2014

Page 1

9.1) Principal Practice Rubric

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

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Points will be assigned based on all observed evidence evaluated in all of the elements of all the domains within the multidimensional rubric. Principals can receive a score up to four points within each domain. Each element within each domain will be rated on a 1-4 scale (H=4; E=3; D=2; I=1). All elements scores will be averaged together in order to create a 1-4 score for every domain within the rubric. This seven domain scores will be averaged together to create a final 1-4 score for the school visits. With multiple school visits (and other additional evidence, if applicable) a final 1-4 rating will be determined. This final 1-4 score will be converted to a final 0-60 score using the attached chart.

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

[assets/survey-uploads/12205/1030229-pMADJ4gk6R/9.7 ER Principal multidimensional rubric 05.07.14.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of Highly Effective for an average rubric score of 3.3-4.0.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for an average rubric score of 2.5-3.2.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for an average rubric score of 1.5-2.4.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Ineffective for an average rubric score of 1.0-1.49.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, February 20, 2014

Updated Thursday, March 27, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, February 20, 2014

Updated Thursday, April 10, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1030269-Df0w3Xx5v6/11.2 ER Principal APPR Improvement Plan Process.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:

Grounds for appeals will be those enumerated in education law 3012-c.

Time frame for filing appeal (Performance Review):

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing, but the "clock" begins upon the subsequent confirmed receipt of said documentation.

An appeal of a performance review must be filed no later than fifteen(15) business days of the date when the principal receives his/her final and complete annual performance review. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review. Supportive evidence about the challenges may also be submitted within the appeal. Any additional documents or materials relevant to the appeal must be provided by the District upon written request for same. The performance review being challenged must also be submitted with the appeal.

Time frame for filing appeal (PIP):

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing. If a principal is challenging the issuance of an improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement and component of the plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request. Time frame for filing appeal will be timely and expeditious in accordance with Education Law 3012-c. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted within the appeal. Any additional documents or materials relevant to the appeal must be provided by the District upon written request for same. The improvement plan being challenged must also be submitted with the appeal.

Timeframe for District response: Performance and/or Improvement Plan

Within fifteen (15) business days of receipt of an appeal, the 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 district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the District in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the Superintendent, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

Decision Process for Appeal:

Within five (5) business days of the district's response, a panel of three district employees shall be chosen as follows: one member of the ERAA, one member selected by the Superintendent, and one member that is mutually agreed upon. To the extent possible, this panel will remain anonymous.

The parties agree that:

1. The three (3) member panel hear the 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 panel is selected.
2. The duration of the hearing shall not exceed one (1) business day unless extenuating circumstances are present and the panel members agree to a second day.
3. The parties shall have the ability to be represented by either legal counsel or in the case of the principal by a union representative, or to appear pro se.
4. The parties shall exchange an anticipated witness list no less than seven (7) business days before the scheduled hearing date.
5. The principal or his/her representative shall present his/her case first, which may include the presentation of witnesses and/or affidavits in lieu of testimony. Affidavits offered by either the principal or the District, shall only be permitted upon showing that the witness is unavailable or other extenuating circumstances exist. 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 case and both parties will be afforded the opportunity to make closing arguments. Post hearing briefs will not be permitted.

Decision

A written decision on the merits of the appeal, by the panel, shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The panel must either uphold or revise the district's rating or improvement plan. A copy of the decision shall be provided to the principal and the Superintendent.

Exclusivity of Section 3012-C Appeal Procedure.

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan. This process will be timely and expeditious to education law 3012-c.

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

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

EVALUATOR TRAINING

The Board of Education will certify and thus ensure that all evaluators have received at least one (1) full day of training and that all lead evaluators have been trained and certified in accordance with regulation. As applicable, the district will utilize BOCES Network Team evaluator training and lead evaluator training and certification, or another approved training, in accordance with SED procedures and processes.

Principal evaluator professional development includes training on:

- (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;
- (4) Application and use of the teacher and principal rubric(s), including supervisor training on the effective application of such rubrics to observe an administrator's practice as appropriate;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its principals, including but not limited to, LCI multidimensional ISLLC standards rubric, structured portfolio reviews; professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district to evaluate its principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) As applicable, the scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their subcomponent ratings; and
- (9) LEAF-NYSCOSS Lead Evaluator Professional Development
- (10) BOCES Based Regional Performance Management and Evaluation of Principals Training Series

The Board of Education and the Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis to ensure inter rater reliability, as applicable. The BOCES Network Team or other approved professional development/training, as applicable will be utilized to provide the training and recertification to also ensure inter rater reliability. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

Subpart

- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal’s practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher’s or principal’s overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

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

Checked

12. Joint Certification of APPR Plan

Created Thursday, February 20, 2014

Updated Wednesday, May 07, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/1030516-3Uqgn5g9Iu/APPRCert5.7.2014.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.

Student Learning Objectives (SLO)

A teacher will be considered midrange effective (13 points) if 85% of their students reach their SLO target. More or fewer points will be assigned depending on the % of students who exceeds or fall short of the target. Standard rounding rules will apply in calculating the percentages.

HIGHLY EFFECTIVE 90% TO 100% Meet the Target			EFFECTIVE 75% TO 89% Meet the Target									DEVELOPING 62% TO 74% Meet the Target					INEFFECTIVE 0% TO 61% Meet the Target			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98% to 100%	94% to 97%	90% to 93%	89%	88%	87%	86%	85%	82% to 84%	79% to 81%	77% to 78%	75% to 76%	73% to 74%	71% to 72%	69% to 70%	67% to 68%	65% to 66%	62% to 64%	61%	60%	Below 60%

Scoring Methodology for the 15% Local

How scores on the locally-selected assessments will translate to HEDI categories have been collectively bargained. The teacher's rating will drive how many points the teacher will receive toward the composite score. The rating will determine where the teacher falls in the HEDI categories, and then the points are applied.

Calculating Steps

Taking into account the SED preset scales; the local negotiates the point distribution for each rating category. This will be converted into a HEDI score using conversion charts. Depending on the assessments selected there are different methodologies that can be used for this conversion.

Using a 0-100 Point Scale

- The local selects assessments scored on a 0-100 scale

See attachment 3.8-3.11 Local Measures (Teachers) for **Scoring Methodology for the 20% Local** conversions. Until value added is implemented, 20% local conversion will be used.

3.1 Local Measures (teachers) Value Added

The following point allocation chart will be applicable for teachers who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

K-6 teachers will receive points based on the percentage of students who meet their targets on the third-party, state approved STAR Reading, Math and Early Literacy assessments.

7-8 teachers will receive points based on the percentage of students that meet their targets on STAR Reading and STAR Math.

STAR Results Converted to HEDI Rating Scale

NY Level	Percentage of students meeting targets
Highly Effective	61-100
Effective	41-60
Developing	21-40
Ineffective	0-20

Local Point Allocation (15 points)

15 point scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (For use when value added scores are available for the State measure.)

NY Level	HEDI	Percentage of students meeting targets
Highly Effective	15	81-100
Highly Effective	14	61-80
Effective	13	58-60
Effective	12	55-57
Effective	11	52-54
Effective	10	48-51
Effective	9	45-47
Effective	8	41-44
Developing	7	37-40
Developing	6	33-36
Developing	5	29-32
Developing	4	25-28
Developing	3	21-24
Ineffective	2	14-20
Ineffective	1	7-13
Ineffective	0	0-6

3.8-3.11 Local Measures (Teachers)

The following point allocation chart will be applicable for teachers who do not receive a Value-Added Student Growth measure from NYSED. Thus the local component will be assigned a maximum of 20 points.

Scoring Methodology for the 20% local

How scores on the locally-selected assessments will translate to HEDI categories has been collectively bargained. The teacher's rating will drive how many points the teacher will receive toward the composite score. The rating will determine where the teacher falls in the HEDI categories, and then the points are applied.

Calculating Steps

Taking into account the SED preset scales; the local negotiates the point distribution for each rating category. This will be converted into a HEDI score using conversion charts. Depending on the assessments selected there are different methodologies that can be used for this conversion.

Using a 0-100 Point Scale

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

STAR Results Converted to HEDI Rating Scale

NY Level	Percentage of students meeting targets
Highly Effective	61-100
Effective	41-60
Developing	21-40
Ineffective	0-20

STAR Locally Selected Measures Conversion Scale		
Percentage of students meeting targets	Points for composite evaluation scale	
87-100	20	Highly Effective
74-86	19	
61-73	18	
59-60	17	Effective
57-58	16	
55-56	15	
53-54	14	
51-52	13	
49-50	12	
47-48	11	
44-46	10	
41-43	9	Developing
38-40	8	
34-37	7	
31-33	6	
27-30	5	
24-26	4	
21-23	3	
16-20	2	Ineffective
9-15	1	
0-8	0	

20% Local Measures – (standard rounding rules apply)

Conversion Charts for NYS Regents Assessment Scored 0-100 Scale			
Percentage of students meeting targets	Converted to 1-4 Rating	20 Point Conversion	
100	4	20	Highly Effective
97-99	3.9	19.6	
94-96	3.8	19.2	
91-93	3.7	18.8	
88-90	3.6	18.4	
87-85	3.5	18	
84	3.4	17.1	Effective
82-83	3.3	16.2	
79-81	3.2	15.3	
77-78	3.1	14.4	
75-76	3	13.5	
73-74	2.9	12.6	
71-72	2.8	11.7	
69-70	2.7	10.8	
67-68	2.6	9.9	
65-66	2.5	9	
64	2.4	8.4	Developing
63	2.3	7.8	
62	2.2	7.2	
61	2.1	6.6	
60	2	6	
59	1.9	5.4	
58	1.8	4.8	
57	1.7	4.2	
56	1.6	3.6	
55	1.5	3	
54	1.4	2.4	Ineffective
41-53	1.3	2	
28-40	1.2	1.5	
15-27	1.1	1	
0-14	1	0	

Scoring Methodology for the 60% Teacher Effects.

The outcomes/scores of the 60% Teacher Effects will be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating:

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps:

- The scale (point distribution) for each rating category is (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Each rubric score category of 1-4 is based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score.

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.49	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.2	57-58
Highly Effective	3.3-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.
 General rounding rules apply.

Rubric Score to Sub-Component Conversion Chart

Other Local Measures for Teachers

Average Rubric Score Conversion to HEDI Rating and Final Score

Average Rubric Score	HEDI Rating	Conversion for Other Measures Score	Final HEDI Score for Other Measures	Average Rubric Score	HEDI Rating	Conversion for Other Measures Score	Final HEDI Score for Other Measures	
1.00	Ineffective (0-49)	0	0	1.40	Ineffective (0-49)	40	40	
1.01		1	1	1.41		41	41	
1.02		2	2	1.42		42	42	
1.03		3	3	1.43		43	43	
1.04		4	4	1.44		44	44	
1.05		5	5	1.45		45	45	
1.06		6	6	1.46		46	46	
1.07		7	7	1.47		47	47	
1.08		8	8	1.48		48	48	
1.09		9	9	1.49		49	49	
1.10		10	10	1.50-1.59	Developing (50-56)	50	50	
1.11		11	11	1.60-1.69		50.7	51	
1.12		12	12	1.70-1.79		51.4	51	
1.13		13	13	1.80-1.89		52.1	52	
1.14		14	14	1.90-1.99		52.8	53	
1.15		15	15	2.00-2.09		53.5	53	
1.16		16	16	2.10-2.19		54.2	54	
1.17		17	17	2.20-2.29		54.9	55	
1.18		18	18	2.30-2.39		55.6	56	
1.19		19	19	2.40-2.49		56.3	56	
1.20		20	20	2.50-2.59	Effective (57-58)	57	57	
1.21		21	21	2.60-2.69		57.2	57	
1.22		22	22	2.70-2.79		57.4	57	
1.23		23	23	2.80-2.89		57.6	58	
1.24		24	24	2.90-2.99		57.8	58	
1.25		25	25	3.00-3.09		58	58	
1.26		26	26	3.10-3.19		58.2	58	
1.27		27	27	3.20-3.29		58.4	58	
1.28		28	28	3.30-3.39		Highly Effective (59-60)	58.6	59
1.29		29	29	3.40-3.49			58.8	59
1.30		30	30	3.50-3.59	59		59	
1.31		31	31	3.60-3.69	59.3		59	
1.32		32	32	3.70-3.79	59.5		60	
1.33		33	33	3.80-3.89	59.8		60	
1.34		34	34	3.90-3.99	60		60	
1.35		35	35	4.00	60.25	60		
1.36		36	36					
1.37		37	37					
1.38		38	38					
1.39	39	39						

NYSUT TED Rubric Example

Sample: NYSUT 2012 Rubric for probationary teachers

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3 and Evidence Score
Standard 1 Knowledge of Student and Student Learning	3		4
Standard 2 Knowledge of Content and Instructional Planning	4		
Standard 3 Instructional Practice	3		3
Standard 4 Learning Environment		3	
Standard 5 Assessment for Student Learning	2		4
Standard 6 Professional Responsibilities and Collaboration			3
Standard 7 Professional Growth			2
Subtotal of observation and evidence column	12	3	16
Divide by the number of standards evaluated in each column	$12/4 = 3$	$3/1 = 3$	$16/5 = 3.2$
Average the final scores	$9.2/3 = 3.06$		
Total score of Professional Practice 1-4 Rating	3.06		
HEDI Rating	Effective		
Sub-component score	58		

**ARTICLE VII
PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL
PERFORMANCE REVIEW**

7.1 Teacher Improvement Plan (TIP) Process

The Teacher Improvement Plan (TIP) is intended to be a growth process aimed at identifying improvement area(s) for teachers, providing appropriate professional resources, and, ultimately, improving instruction and student learning / achievement.

Teacher Improvement Plans shall:

- a. Comply with all NYS Commissioner regulations (§30-2.10);
- b. Comply with all local APPR and contractual requirements;
- c. Commence only after a teacher receives an Annual Teacher Evaluation Composite Score of “Ineffective” or “Developing;”
- d. Commence ten (10) days after the start of the school year;
- e. NOT be disciplinary in any manner;
- f. Involve the teacher and, if requested, an association representative;
- g. Relate back to the evaluation rubric - NYSUT 2012
- h. Identify the area(s) that need improvement (limit of three). These areas should be tied to either a rubric domain, component or the NYS Teaching and Learning standards;
- i. Include a timeline for commencement, checkpoints, and completion;
- j. Identify the professional resources (e.g. professional development, mentor) provided by the District and/or Association;
- k. Identify the evidence (including observations) that will be collected to demonstrate improvement and/or achievement;
- l. Provide a means of assessment (e.g. rubric) for the improvement area(s).

At the conclusion of a TIP, the District shall determine (using the APPR rubric) whether the teacher has successfully completed the TIP (i.e. reached a higher level of achievement). If the teacher has been successful, he/she will be released from the TIP. If he/she has not been successful, the TIP will be revised and continued. Completion or non-completion of a TIP will not positively or negatively impact the score from the prior year.

The District shall provide the Association with a list of all teachers on a TIP as soon as practicable but no later than September 30th of the succeeding school year. The District shall update this list whenever teachers are added or removed. As needed, the Superintendent or designee shall communicate any TIP concerns, including any concerns for particular teachers who are not making progress on their TIP, to the Association president.

The Teacher Improvement Plan Form shall be used to codify and track all TIPs.

APPR – Teacher Improvement Plan

Teacher: _____ Evaluation Year: _____ Issue Date: _____

A Teacher Improvement Plan must commence within ten (10) days of the start of the school year. TIPs are not disciplinary and must be cooperatively developed between the building principal and the identified teacher. He/she may involve an Association representative if requested.

Areas of Improvement (e.g. rubric areas, maximum of three)

Timeline for Achieving Improvement (e.g. checkpoint meetings)

District-Provided Professional Resources (e.g. mentoring, professional development)

Evidence (e.g. observations)

Means of Assessment (e.g. evaluation rubric)

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

8.1 Local Measures (principal) Value Added

The following point allocation chart will be applicable for teachers who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

The Elementary Principal (PK-6) will receive points based on the percentage of students who meet their targets on the third-party, state approved STAR.

The Jr-Sr High Principal (7-12) will receive points based on the percentage of students that meet their targets on STAR Reading, STAR Math and Regents exams.

STAR Results Converted to HEDI Rating Scale

NY Level	Percentage of students meeting targets
Highly Effective	61-100
Effective	41-60
Developing	21-40
Ineffective	0-20

Local Point Allocation (15 points)

15 point scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (For use when value added scores are available for the State measure.)

NY Level	HEDI	Percentage of students meeting targets
Highly Effective	15	81-100
Highly Effective	14	61-80
Effective	13	58-60
Effective	12	55-57
Effective	11	52-54
Effective	10	48-51
Effective	9	45-47
Effective	8	41-44
Developing	7	37-40
Developing	6	33-36
Developing	5	29-32
Developing	4	25-28
Developing	3	21-24
Ineffective	2	14-20
Ineffective	1	7-13
Ineffective	0	0-6

Local Point Allocation (20 points)

STAR Locally Selected Measures Conversion Scale		
Percentage of students meeting targets	Points for composite evaluation scale	
87-100	20	Highly Effective
74-86	19	
61-73	18	
59-60	17	Effective
57-58	16	
55-56	15	
53-54	14	
51-52	13	
49-50	12	
47-48	11	
44-46	10	
41-43	9	Developing
38-40	8	
34-37	7	
31-33	6	
27-30	5	
24-26	4	
21-23	3	Ineffective
16-20	2	
9-15	1	
0-8	0	

Regents: Local Achievement Point Allocations (15 points)

REGENTS Locally Selected Measures Conversion Scale		
Percentage of students meeting targets	Points for composite evaluation scale	
92-100	15	Highly Effective
85-91	14	
82-84	13	
80-81	12	Effective
78-79	11	
76-77	10	
74-75	9	
71-73	8	
70	7	
69	6	Developing
68	5	
66-67	4	
65	3	
60-64	2	Ineffective
50-59	1	
0-49	0	

20% Local Measures – (standard rounding rules apply)

Conversion Charts for NYS Regents Assessment Scored 0-100 Scale			
Percentage of students meeting targets	Converted to 1-4 Rating	20 Point Conversion	
100	4	20	Highly Effective
97-99	3.9	19.6	
94-96	3.8	19.2	
91-93	3.7	18.8	
88-90	3.6	18.4	
87-85	3.5	18	
84	3.4	17.1	Effective
82-83	3.3	16.2	
79-81	3.2	15.3	
77-78	3.1	14.4	
75-76	3	13.5	
73-74	2.9	12.6	
71-72	2.8	11.7	
69-70	2.7	10.8	
67-68	2.6	9.9	
65-66	2.5	9	
64	2.4	8.4	Developing
63	2.3	7.8	
62	2.2	7.2	
61	2.1	6.6	
60	2	6	
59	1.9	5.4	
58	1.8	4.8	
57	1.7	4.2	
56	1.6	3.6	
55	1.5	3	
54	1.4	2.4	Ineffective
41-53	1.3	2	
28-40	1.2	1.5	
15-27	1.1	1	
0-14	1	0	

9.0 Other Measures of Effectiveness (Principals)

**East Rochester Union Free School District
Principal APPR**

60 Points based on Multidimensional Rubric

Points will be assigned based upon a principal's performance relative to the seven domains within the LCI Multidimensional rubric for principal evaluation.(see below).

The district shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for 60 points of the 60 “Other” points allocated to measures of leadership and management. Principals can receive a score up to four points within each domain. An average, un-weighted score will then be determined and will be converted to a score up to 60 points based on conversion chart (***SEE CONVERSION CHART A***) Principals will receive a minimum of 2 school visits, 1 school visit will be “unannounced.”

Seven Domains within the LCI Multidimensional Rubric – each element evaluated within a specific domain will be averaged together to receive one score per domain.

Domain	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Shared Vision of Learning				
School Culture and Instructional Program				
Safe, Efficient, Effective Learning Environment				
Community				
Integrity, Fairness, Ethics				
Political, Social, Economic, Legal and Cultural Context				
Goal Setting and Attainment				

Rubric Performance Levels and Score Scale	
<u>Performance Level</u>	<u>Points ranges negotiated (subject to negotiated revision should NYSED ranges change)</u>
Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

Additional sources of information for superintendent consideration in utilizing the rubric and instrument shall be:

1. A portfolio of school documents related to components of the rubric. These shall be provided to the superintendent by June 30. Upon review of evidence in the portfolio, an opportunity will be provided by the superintendent for the principal to add items before a final score is determined.
2. The superintendent shall consider additional discussions and information for review in assessing performance of the principal in leadership and management.
3. During the course of the review, targeted action will be identified and noted with resources listed that will support the principal's development in the noted areas of identified growth. Appropriate and applicable documentation of artifacts will be provided by the principal.

Conversion Chart A: The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component. Standard rounding rules apply.

**Rubric Score to Sub-Component Conversion Chart
Other Local Measures for Principals**

Average Rubric Score Conversion to HEDI Rating and Final Score

Average Rubric Score	HEDI Rating	Conversion for Other Measures Score	Final HEDI Score for Other Measures
1.00	Ineffective (0-49)	0	0
1.01		1	1
1.02		2	2
1.03		3	3
1.04		4	4
1.05		5	5
1.06		6	6
1.07		7	7
1.08		8	8
1.09		9	9
1.10		10	10
1.11		11	11
1.12		12	12
1.13		13	13
1.14		14	14
1.15		15	15
1.16		16	16
1.17		17	17
1.18		18	18
1.19		19	19
1.20		20	20
1.21		21	21
1.22		22	22
1.23		23	23
1.24		24	24
1.25		25	25
1.26		26	26
1.27		27	27
1.28		28	28
1.29		29	29
1.30		30	30
1.31		31	31
1.32		32	32
1.33		33	33
1.34		34	34
1.35		35	35
1.36		36	36
1.37		37	37
1.38		38	38
1.39	39	39	

Average Rubric Score	HEDI Rating	Conversion for Other Measures Score	Final HEDI Score for Other Measures	
1.40	Ineffective (0-49)	40	40	
1.41		41	41	
1.42		42	42	
1.43		43	43	
1.44		44	44	
1.45		45	45	
1.46		46	46	
1.47		47	47	
1.48		48	48	
1.49		49	49	
1.50-	Developing (50-56)	50	50	
1.60-		50.7	51	
1.70-		51.4	51	
1.80-		52.1	52	
1.90-		52.8	53	
2.00-		53.5	53	
2.10-		54.2	54	
2.20-		54.9	55	
2.30-		55.6	56	
2.40-		56.3	56	
2.50-	Effective (57-58)	57	57	
2.60-		57.2	57	
2.70-		57.4	57	
2.80-		57.6	58	
2.90-		57.8	58	
3.00-		58	58	
3.10-		58.2	58	
3.20-		58.4	58	
3.30-		Highly Effective (59-60)	58.6	59
3.40-			58.8	59
3.50-	59		59	
3.60-	59.3		59	
3.70-	59.5		60	
3.80-	59.8		60	
3.90-	60		60	
4.00	60.25		60	

Principal APPR

East Rochester Union Free School District Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year; the first by the end of December and the second by the end of March. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Such plan will not be implemented without an opportunity for the principal to confer directly with the Superintendent.

Principal APPR

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency or deficiencies that promulgated 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 is to attach a summary of progress towards improvement, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent 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 certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

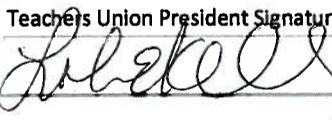
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

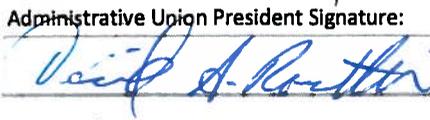
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next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

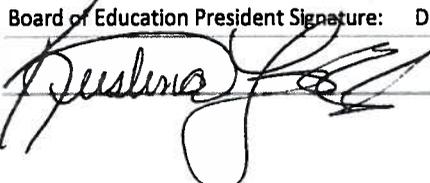
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:  On 5/7/14

Teachers Union President Signature: Date:  5/7/14

Administrative Union President Signature: Date:  5/7/14

Board of Education President Signature: Date:  5/7/14