



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

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Acting Commissioner of Education  
89 Washington Avenue, Room 111  
Albany, New York 12234

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

May 18, 2015

**Revised**

Sandra Keith-Anzalone, Superintendent  
Eden Central School District  
3150 Schoolview Rd.  
Eden, NY 14057

Dear Superintendent Keith-Anzalone:

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,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: David O'Rourke

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 141201060000

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

141201060000

#### 1.2) School District Name: EDEN CSD

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

EDEN CSD

#### 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: 04/30/2013

Last updated: 05/14/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
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: grade 8 Science, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:**

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

*If no State assessment or Regents exam exists:*

- District-determined assessments from list of State-approved 3<sup>rd</sup> party assessments; or
- District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

- State assessments, *required if one exists*
- List of State-approved 3<sup>rd</sup> party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB - ELA Grade K
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB - ELA Grade 1
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB - ELA Grade 2

	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 and their building Principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the specified assessment is administered and scored, the building Principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 95-100 = 20 points 90-94 = 19 points 85-89 = 18 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 82-84 = 17 points 79-81 = 16 points 76-78 = 15 points 75 = 14 points 74 = 13 points 73 = 12 points 72 = 11 points 71 = 10 points 70 = 9 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 65-69 = 8 points 60-64 = 7 points 54-59 = 6 points 52-53 = 5 points 51 = 4 points 50 = 3 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSWEB - Math Grade K
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSWEB - Math Grade 1
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSWEB - Math Grade 2

	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 and their building Principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the specified assessment is administered and scored, the building Principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
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## 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	Eden CSD Developed Assessment for Grade 6 Science
7	District, regional or BOCES-developed assessment	Eden CSD Developed Assessment for Grade 7 Science

	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 and their building Principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the specified assessment is administered and scored, the building Principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 65-69 = 8 points 60-64 = 7 points 54-59 = 6 points 52-53 = 5 points 51 = 4 points 50 = 3 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

## 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	Eden CSD Developed Assessment for Grade 6 Social Studies
7	District, regional or BOCES-developed assessment	Eden CSD Developed Assessment for Grade 7 Social Studies
8	District, regional or BOCES-developed assessment	Eden CSD Developed Assessment for Grade 8 Social Studies

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 and their building Principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the specified assessment is administered and scored, the building Principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
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Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 65-69 = 8 points 60-64 = 7 points 54-59 = 6 points 52-53 = 5 points 51 = 4 points 50 = 3 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

## 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	Eden CSD Developed Assessment for Global 1

	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 and their building Principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the specified assessment is administered and scored, the building Principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 95-100 = 20 points 90-94 = 19 points 85-89 = 18 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

## 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 and their building Principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the specified assessment is administered and scored, the building Principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

## 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 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, 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 and their building Principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the specified assessment is administered and scored, the building Principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher. The district will administer both the 2005 Geometry Regents and the Common Core Geometry Regents so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes. The district will administer both the Common Core Algebra Regents and the Integrated Algebra Regents so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes. When the 2005 Geometry Regents and Integrated Algebra Regents are no longer available all students will use the Common Core Regents Assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 95-100 = 20 points 90-94 = 19 points 85-89 = 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 82-84 = 17 points 79-81 = 16 points 76-78 = 15 points 75 = 14 points 74 = 13 points 73 = 12 points 72 = 11 points 71 = 10 points 70 = 9 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

## 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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents/Common Core English Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents/Common Core English Regents

Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents/Common Core English Regents
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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 in addition to the Common Core English Regents, or just the latter, 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 and their building Principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the specified assessment is administered and scored, the building Principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher. For ELA 9 and 10, points are awarded based on the percentage of students school-wide meeting or exceeding their individual growth targets. We will be utilizing the Comprehensive English Regents and the Common Core English Regents. The higher of the two scores will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 95-100 = 20 points 90-94 = 19 points 85-89 = 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 82-84 = 17 points 79-81 = 16 points 76-78 = 15 points 75 = 14 points 74 = 13 points 73 = 12 points 72 = 11 points 71 = 10 points 70 = 9 points
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 65-69 = 8 points 60-64 = 7 points 54-59 = 6 points 52-53 = 5 points 51 = 4 points 50 = 3 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students, including special populations, meet or exceed their individual target as defined in the SLO. 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

## 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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
	Pre-Calculus	District, Regional or BOCES-developed	Eden CSD Developed Assessment for Pre-Calculus
	AP Calculus	District, Regional or BOCES-developed	Eden CSD Developed Assessment for AP Calculus
	Economics	District, Regional or BOCES-developed	Eden CSD Developed Assessment for Economics
	Anatomy	District, Regional or BOCES-developed	Eden CSD Developed Assessment for Anatomy
	Geography	District, Regional or BOCES-developed	Eden CSD Developed Assessment for Geography
	Psychology	District, Regional or BOCES-developed	Eden CSD Developed Assessment for Psychology
	Personal Finance	District, Regional or BOCES-developed	Eden CSD Developed Assessment for Personal Finance
	K-2 Reading, Math, Special Education Teachers	Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
	All other high school teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents/Common Core English Regents
	All other junior high teachers not named above	School/BOCES-wide/group/team results based on State	New York State ELA/Math Assessments Grades 7 & 8 (State Provided Building Score)
	All K-6 elementary teachers not named above	School/BOCES-wide/group/team results based on State	New York State ELA/Math Assessments Grades 4-6(State Provided Building Score)
	4-8 teachers who did not receive a State Provided Growth Score	State Assessment	New York State ELA & Math 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers and their building Principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the specified assessment is administered and scored, the building Principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher. For all other teachers grades 9-12, points are awarded based on the percentage of students school-wide meeting or exceeding their individual growth targets. For all other teachers K-8, teachers will use the State provided growth score for the building. (K-2 teachers will use the State roved growth score for the 3-6 building). We will be utilizing the Comprehensive English Regents and the Common Core English Regents. The higher of the two scores will be used. For Teachers using the State Provided Building Score, that score will be provided from the State.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85-100% of the students, including special populations, meet or exceed their individual target as defined in the SLO.  95-100 = 20 points  90-94 = 19 points  85-89 = 18 points</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>70-84% of the students, including special populations, meet or exceed their individual target as defined in the SLO.  82-84 = 17 points  79-81 = 16 points  76-78 = 15 points  75 = 14 points  74 = 13 points  73 = 12 points  72 = 11 points  71 = 10 points  70 = 9 points</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>50-69% of the students, including special populations, meet or exceed their individual target as defined in the SLO.  65-69 = 8 points  60-64 = 7 points  54-59 = 6 points  52-53 = 5 points  51 = 4 points  50 = 3 points</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-49% of the students, including special populations, meet or exceed their individual target as defined in the SLO.  29-49 = 2 points  15-28 = 1 point  0-14 = 0 points</p>

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

(No response)

**2.11) HEDI Tables or Graphics**

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/960819-TXETx9bQW/growth%2020%20%26%2025%20pt%20HEDI%20chart.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.

No Controls

## 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked

Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Checked

### 3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 04/17/2015

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For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	4) State-approved 3rd party assessments	AIMSweb
7	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
8	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>For K-6, teachers will work with principals to review pre-test data and set class wide or individual growth targets for students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the principal during the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.</p> <p>For 7-12, teachers will receive HEDI scores based on the percentage of students school-wide who pass (score 65 or higher) the Regents assessments listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students, including special populations, meet or exceed their target. 15 point scale attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the students, including special populations, meet or exceed their target. 15 point scale attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students, including special populations, meet or exceed their target. 15 point scale attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students, including special populations, meet or exceed their target. 15 point scale attached

### 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	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	5) District, regional, or BOCES–developed assessments	Eden CSD Developed Assessment for Grade 6 Mathematics
7	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
8	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of

the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For K-6, teachers will work with principals to review pre-test data and set class wide or individual growth targets for students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the principal during the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.</p> <p>For 7-12, teachers will receive HEDI scores based on the percentage of students school-wide who pass (score 65 or higher) the Regents assessments listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85-100% of the students, including special populations, meet or exceed their target. 15 point scale attached</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>70-84% of the students, including special populations, meet or exceed their target. 15 point scale attached</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-69% of the students, including special populations, meet or exceed their target. 15 point scale attached</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-49% of the students, including special populations, meet or exceed their target. 15 point scale attached</p>

### 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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/960820-rhJdBgDruP/HEDI\\_Scoring\\_15-20\\_March\\_2015\\_version\\_aCFcf3U.pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/960820-rhJdBgDruP/HEDI_Scoring_15-20_March_2015_version_aCFcf3U.pdf)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such

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

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

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB ELA grade K
1	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB ELA grade 1
2	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB ELA grade 2
3	9) Grades 3 and up: State-approved 3rd party assessments	AIMSWEB ELA grade 3

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.	Teachers will work with Principals to review pre-test data and set/establish growth targets for each group/class or individual students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students, including special populations, meet or exceed their target. 20 point scale attached
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the students, including special populations, meet or exceed their target. 20 point scale attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students, including special populations, meet or exceed their target. 20 point scale attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students, including special populations, meet or exceed their target. 20 point scale attached

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB Math grade K
1	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB Math grade 1
2	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB Math grade 2
3	9) Grades 3 and up: State-approved 3rd party assessments	AIMSWEB Math grade 3

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.	Teachers will work with Principals to review pre-test data and set/establish growth targets for each group/class or individual students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students, including special populations, meet or exceed their target. 20 point scale attached
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the students, including special populations, meet or exceed their target. 20 point scale attached
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students, including special populations, meet or exceed their target. 20 point scale attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students, including special populations, meet or exceed their target. 20 point scale attached

### 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	4) State-approved 3rd party assessments	AIMSweb
7	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
8	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

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>For K-6, teachers will work with principals to review pre-test data and set class wide or individual growth targets for students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the principal during the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.</p> <p>For 7-12, teachers will receive HEDI scores based on the percentage of students school-wide who pass (score 65 or higher) the Regents assessments listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students, including special populations, meet or exceed their target. 20 point scale attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the students, including special populations, meet or exceed their target. 20 point scale attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students, including special populations, meet or exceed their target. 20 point scale attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students, including special populations, meet or exceed their target. 20 point scale attached

### 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	4) State-approved 3rd party assessments	AIMSweb
7	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
8	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For K-6, teachers will work with principals to review pre-test data and set class wide or individual growth targets for students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the principal during the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.</p> <p>For 7-12, teachers will receive HEDI scores based on the percentage of students school-wide who pass (score 65 or higher) the Regents assessments listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students, including special populations, meet or exceed their target. 20 point scale attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the students, including special populations, meet or exceed their target. 20 point scale attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students, including special populations, meet or exceed their target. 20 point scale attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students, including special populations, meet or exceed their target. 20 point scale attached

### 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	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
Global 2	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
American History	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

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>For K-6, teachers will work with principals to review pre-test data and set class wide or individual growth targets for students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the principal during the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.</p> <p>For 7-12, teachers will receive HEDI scores based on the percentage of students school-wide who pass (score 65 or higher) the Regents assessments listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</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 the students, including special populations, meet or exceed their target. 20 point scale attached</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>70-84% of the students, including special populations, meet or exceed their target. 20 point scale attached</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-69% of the students, including special populations, meet or exceed their target. 20 point scale attached</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-49% of the students, including special populations, meet or exceed their target. 20 point scale attached</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	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
Earth Science	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

Chemistry	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
Physics	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For K-6, teachers will work with principals to review pre-test data and set class wide or individual growth targets for students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the principal during the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.</p> <p>For 7-12, teachers will receive HEDI scores based on the percentage of students school-wide who pass (score 65 or higher) the Regents assessments listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students, including special populations, meet or exceed their target. 20 point scale attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the students, including special populations, meet or exceed their target. 20 point scale attached
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students, including special populations, meet or exceed their target. 20 point scale attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students, including special populations, meet or exceed their target. 20 point scale attached

### 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	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
Geometry	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
Algebra 2	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

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, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For K-6, teachers will work with principals to review pre-test data and set class wide or individual growth targets for students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the principal during the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.</p> <p>For 7-12, teachers will receive HEDI scores based on the percentage of students school-wide who pass (score 65 or higher) the Regents assessments listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students, including special populations, meet or exceed their target. 20 point scale attached
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the students, including special populations, meet or exceed their target. 20 point scale attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students, including special populations, meet or exceed their target. 20 point scale attached

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students, including special populations, meet or exceed their target. 20 point scale attached
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**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	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
Grade 10 ELA	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography
Grade 11 ELA	6(ii) School wide measure computed locally	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

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 in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For K-6, teachers will work with principals to review pre-test data and set class wide or individual growth targets for students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the principal during the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different.</p> <p>For 7-12, teachers will receive HEDI scores based on the percentage of students school-wide who pass (score 65 or higher) the Regents assessments listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</p>
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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>For all other teachers K-6, teachers will work with principals to review pre-test data and set class wide or individual growth targets for students, or set an achievement target. Teachers in the same grade and/or subject will utilize the same process. The decision will be made by the principal during the fall of the current school year. If the same assessment is used in Task 2 for the same grade and subject, the measure used in Task 3 will be different. Points will be awarded based upon the percent of students school-wide meeting or exceeding their targets.</p> <p>For 7-12, teachers will receive HEDI scores based on the percentage of students school-wide who pass (score 65 or higher) the Regents assessments listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</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 the students, including special populations, meet or exceed their target. 20 point scale attached</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>70-84% of the students, including special populations, meet or exceed their target. 20 point scale attached</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-69% of the students, including special populations, meet or exceed their target. 20 point scale attached</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-49% of the students, including special populations, meet or exceed their target. 20 point scale attached</p>

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/960820-y92vNseFa4/2742491-Hedi Chart 20 point scale 2015 March version BmrENEB.pdf>

### 3.14) Locally Developed Controls

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

No Controls

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

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

The percentage of the total number of students will be used to calculate the composite score. Each assessment shall be weighted proportionally based on the number of students included in the assessment. ie. If a teacher has 100 students; 25 students in Art 1 and 75 students in Art 2, then the composite score of 25% for Art 1 and 75% for Art 2 will be used.

### 3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, January 02, 2015

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching
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)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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.

Teachers will be evaluated in each of the rubric components and assigned a score from 1 to 4. If a component is observed multiple times across observations, the scores will be averaged equally. All of these will be averaged to a final score out of 4. The attached table will be used to convert the rubric score to a 60 point score. This will then associate to the appropriate HEDI rating. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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

assets/survey-uploads/12179/960821-eka9yMJ855/Other measures scoring for the 60% Teachers\_1.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher exceeds the standards and applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning. The scores for this category range from 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher applies relevant instructional practices that have a positive impact on student learning. The scores for this category range from 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased. The scores for this category range from 50-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The practices are not being used or need reconsideration, because they are not having their intended effects on student learning. The scores for this category range from 0-49.

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?

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- In Person

---

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

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- In Person

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## 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

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## 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, November 06, 2014

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### Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall  
Composite Score

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

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

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

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

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

Overall  
Composite Score

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

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, January 12, 2015

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/125754-Df0w3Xx5v6/Teacher Improvement Plan Document.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:

This appeal provision is limited to unit members who are covered by N.Y. Education Law § 3012 (“Covered Unit Members” or “Teacher”).

a. A Covered Unit Member may challenge only the substance of an APPR, the District’s adherence to the standards and methodologies required for such review, the District’s compliance with its procedures and timelines for conducting the APPR, and the issuance and

the regulations of the Commissioner and/or implementation of a teacher improvement plan.

Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The form will be developed by the ETA and the District. The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal.

Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. The teacher may present any mitigating circumstances that he/she believes relevant when the appeal is first filed, including but not limited to class size, students and classes assigned, student attendance, student academic history, teacher leave time/personal life, new initiatives/requirements, and physical environment. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief. The challenge must be submitted within fifteen calendar days of the issuance of the Annual Professional Performance Review which is the subject of the challenge, or other act complained of, or it is deemed waived. The issuance of the APPR will be considered to be when the administrator hands the member the document. For purposes of this Memorandum of Agreement, calendar days shall exclude the period of the Christmas, February and April recess. The Administrator will schedule a meeting to discuss the challenge within five days of receipt of the challenge. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen calendar days of the meeting, the Administrator conducting the Annual Professional Performance Review shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the resolution of the appeal. For a tenured teacher who received a rating of highly effective, effective, or a non-tenured teacher with a rating of highly effective, effective or developing, the Administrator's determination shall be final; if that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

b. If a tenured Covered Unit Member received a rating of ineffective or developing, or a non-tenured covered unit member receiving a rating of ineffective, disagrees with the Administrator's response to the challenge, the teacher may submit the challenge, the Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven calendar days of receipt of the Administrator's response. A meeting will be scheduled within ten (10) working days from receipt of that written statement to discuss the appeal. A Covered Unit Member may select an Association representative to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten calendar days thereafter.

c. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section.

## 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.

The primary responsibility for evaluation of each employee rests with the immediate supervisor, who is normally that employee's building principal or designee. The district will ensure that all evaluators are properly trained and certified to complete the performance reviews of professional employees.

Evaluator training will include the following, consistent with New York State regulations:

- NYS Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value-Added Growth Model data
- Application and use of the State-approved teacher rubrics
- Application and use of any assessment tools used to evaluate teachers
- Application and use of State-approved locally selected measures of student growth/achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers
- Specific considerations in evaluating teachers of English Language Learners (ELL) and students with disabilities.

Erie 2 BOCES has and will continue to conduct training for all Lead Evaluators and Evaluators. All of our Evaluators and the Lead Evaluator have already been trained on using the Danielson and MPPR rubrics. In addition, as a group the evaluators have attended 5-6 (3) hour sessions of Erie 2 BOCES provided workshops on SLOs, observing staff, walk throughs, and inter-rater reliability. We will continue our work together on inter-rater reliability in the district using video lessons, as the process moves forward.

The Superintendent will certify that evaluators have received the training required to complete the performance reviews. The District will ensure that the evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

A one day refresher training program will be conducted on an annual basis in addition to any BOCES programs that are being offered through RTTT.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

### 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created: 04/30/2013

Last updated: 05/14/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## 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):

	Grades 3-6
	Grades 7-12
	(No response)

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

Please check the boxes below:

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

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

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

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
- Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

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

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Pre-K -2	Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSWEB K-2 Composite of all students
	3-6	State assessment	3-6 New York State ELA & Math Assessments
	7-12	State assessment	7 & 8 New York State ELA & Math Assessments, Algebra 1, English Regents and any other applicable Regents Assessments

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.	Superintendent will work with the Pre-K-2 Principal to review pre-test data and set/establish growth targets. Principal will be assigned HEDI points based on percentages of students who meet their targets. For grades 3-12, the district will utilize the State-provided growth score for the above listed principals. If such score represents less than 30% of the students supervised by the principal, the district will set SLOs for the largest course(s) in the building until at least 30% of students are covered. For the 3-6 principal, this will start with grade 3. Where such courses end in a State assessment, that assessment will be used with the SLO. The state-provided score will then be weighted proportionately with the SLO result(s) for a final HEDI score. The SLO process will be as follows: based upon baseline data, the principal in collaboration with the superintendent will set individual growth targets for each student. The superintendent will approve all targets. The principal will receive a HEDI score based upon the percent of students reaching their targets.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85-100% of the students, including special populations, meet or exceed their individual target. 20 point scale attached
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of the students, including special populations, meet or exceed their individual target. 20 point scale attached
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of the students, including special populations, meet or exceed their individual target. 20 point scale attached
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-49% of the students, including special populations, meet or exceed their individual target. 20 point scale attached

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5365/125755-lha0DogRNw/Hedi%20Chart%2020%20point%20scale%20uploaded.docx>

#### 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.

None

#### 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 25, 2015

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## Page 1

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

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-6	(d) measures used by district for teacher evaluation	AIMSWEB
7-12	(g) % achieving specific level on Regents or alternatives	Percent of students passing required Regents assessment as listed: Integrated Algebra Regents/Common Core Algebra Regents, Comprehensive English/Common Core English Regents, U.S. History and Government, Living Environment, Global History and Geography

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 3-6, the Superintendent will work with the principals to review pre-test data and set grade level growth targets or set an achievement target. The Superintendent will make the final decision on setting the targets. The measures will be selected by the Superintendent during the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets.</p> <p>For 7-12, principals will receive HEDI scores based on the percentage of students who pass (score 65 or higher) the Regents assessments as listed above.</p> <p>The district will administer both the Common Core Algebra Regents/Integrated Algebra Regents and the Comprehensive English Regents/Common Core English Regents, so long as permissible by SED. Educators will use the higher of the two scores for APPR purposes.</p>
--	---

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students, including special populations, meet or exceed their target. 15 point scale attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the students, including special populations, meet or exceed their target. 15 point scale attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students, including special populations, meet or exceed their target. 15 point scale attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students, including special populations, meet or exceed their target. 15 point scale attached

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/12190/960825-qBFVOWF7fC/HEDI Scoring 15\_20 Point Eden CSD\_3.pdf

## 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.**

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Pre K - 2	(d) measures used by district for teacher evaluation	AIMSWEB

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Superintendent will work with the Principals to review pre-test data and set/establish group (grade level) growth targets or set an achievement target. The Superintendent will make the final decision on setting the targets. The measures will be selected by the fall of the current school year. HEDI scores will be determined based upon the percentage of students reaching these targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students, including special populations, meet or exceed their target. 20 point scale attached
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of the students, including special populations, meet or exceed their target. 20 point scale attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students, including special populations, meet or exceed their target. 20 point scale attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of the students, including special populations, meet or exceed their target. 20 point scale attached

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.

assets/survey-uploads/12190/960825-T8MIGWUVm1/HEDI Scoring 15\_20 Point Eden CSD\_2.pdf

### 8.3) Locally Developed Controls

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.

No controls

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

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

Single Measure

### 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

8.5) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, November 06, 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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, 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.

### Local Measures (60 points)

The District shall utilize the MPPR (Multidimensional Principal Performance Rubric) for Principal evaluation as the basis for the 60 points allocated to measures of leadership and management. Principal will be evaluated in each of the rubric components and assigned a score from 1 to 4. If a component is observed multiple times across school visits, the scores will be averaged equally. All of these will be averaged to a final score out of 4. The attached table will be used to convert the rubric score to a 60 point score. This will then associate to the appropriate HEDI rating. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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

[assets/survey-uploads/12205/960826-pMADJ4gk6R/Summary and Score Methodology Eden CSD\\_2.pdf](assets/survey-uploads/12205/960826-pMADJ4gk6R/Summary and Score Methodology Eden CSD_2.pdf)

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.	Reserved for truly outstanding leadership, as described by very demanding criteria. The scores for this category range from 59-60.
Effective: Overall performance and results meet standards.	Solid, expected professional performance set by demanding criteria. The scores for this category range from 57-58.
Developing: Overall performance and results need improvement in order to meet standards.	Performance has deficiencies and should improve based on the demanding criteria. The scores for this category range from 50-56
Ineffective: Overall performance and results do not meet standards.	Clearly unacceptable professional performance based on the demanding criteria. The scores for this category range from 0-49.

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 Tuesday, April 30, 2013

Updated Thursday, November 06, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall  
Composite Score

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

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, February 25, 2015

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/125760-Df0w3Xx5v6/Principal Improvement Plan.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals are limited to those identified by Education Law §3012-c, as follows:

(1) The substance of the annual professional performance review;

(2) The school district's educational services' adherence to the standards and methodologies required for such reviews;

- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The school district's educational services' issuance and/or implementation of the terms of the principal improvement plan.

#### PROHIBITION AGAINST MORE THAN ONE APPEAL

A Principal may not file multiple appeals regarding the same performance review; however, each appeal will be afforded the opportunity to work through all phases of the process outlined below. The implementation of an improvement plan may be appealed upon an alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. In an appeal, the Principal has the burden of demonstrating a clear right to the relief requested and the burden of establishing facts which he or she seeks relief.

#### TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. Delivery of the appeal to the Superintendent shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days from the date when the Principal receives their final and complete annual professional performance review. If a Principal is challenging the issuance of a principal improvement plan, appeals must be filed with 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 any 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.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. In an appeal, the Principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

An evaluation shall not be placed in a Principal's personnel file until either the expiration of a fifteen (15) business day period during which an appeal could be filed by the Principal or the conclusion of the appeal process described in this document, whichever is later.

#### TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the Superintendent 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.

#### DECISION PROCESS FOR APPEAL

(1) For a tenured Principal who received a rating of highly effective, effective, or a non-tenured Principal who received any rating, the Superintendent's determination shall be final; if that Principal disagrees with the response, the Principal may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

(2) If a tenured Principal received a rating of ineffective or developing and disagrees with the Superintendent's response to the challenge, the Principal may submit a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven (7) calendar days of receipt of the Superintendent's initial response. A meeting will be scheduled within ten (10) working days of receipt of that written statement to discuss the appeal. A Principal may select an Association representative to participate in the meeting. The Superintendent shall render a written response to the Principal within ten (10) calendar days of that meeting. If after receipt of this written response, the Principal still disagrees with the Superintendent's decision, he or she

may request a hearing before an appeal panel, consisting of 1 District Administrator, 1 Building Level Principal of the Appellant's choice, and 1 outside panelist mutually agreed to by the district and the Appellant. A list of agreed upon candidates will be maintained and reviewed annually. The cost is not to exceed \$350 paid by the district.

(3) The appeal panel and the appellant will meet within ten (10) calendar days of receipt of the written response from the Superintendent to review the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. A written decision on the merits of the appeal shall be rendered no later than ten (10) calendar days from the close of the hearing. The determination of the panel is final.

(4) The Principal shall have the opportunity to present his/her case, which may include the representation of witnesses and/or affidavits in lieu of testimony; the school district may then refute the presentation. If the school district does present a case, the Principal will have the right to present a rebuttal case.

(5) A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section.

#### 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.

#### OTHER

(1) In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a Principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the Principal or the conclusion of the appeal process described herein, whichever is later.

### 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.

The primary responsibility for evaluation of each employee rests with the immediate supervisor, in the case of the Principal evaluation, it will be the Superintendent or designee. The District will ensure that all evaluators are properly trained and certified to complete the performance reviews of professional employees.

Evaluator training will include the following, consistent with New York State regulations in section 30-2.9 of the Rules of the Board of Regents in order to be certified:

- The ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value-Added Growth Model data
- Application and use of the State-approved Teacher/Principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student growth/achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate Principals
- Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

BOCES has and will continue to conduct training for all Lead Evaluators and Evaluators. All of our Evaluators and the Lead Evaluator have already been trained on using the Danielson and MPPR rubrics. In addition, as a group the evaluators have attended several BOCES provided workshops on SLOs, observing staff, and inter-rater reliability. We will continue our work together on inter-rater reliability as applicable. There may be only one Lead Evaluator, the Superintendent.

The Superintendent will be certified, having received the training required to complete the performance reviews. The Lead Evaluator along with each of the Principals have attended 6 (3) hour sessions of inservice on the MPPR rubric and its effective use. Erie 2 BOCES provided these sessions. The District will ensure that the evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. In the event of new administration in the district, this process will be used to train administrators to

become evaluators prior to the rating of Principals.

The Superintendent will attend a refresher training program on an annual basis in addition to any BOCES programs that are being offered through RTTT.

## 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
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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: 03/11/2014

Last updated: 05/15/2015

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### Page 1

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

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1094355-3Uqgn5g9lu/5%3A15%3A15%20signatures.pdf>

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#### 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.

**Growth Chart: 20 point HEDI Scores**

\*The district reserves the right to review all targets and require additional changes and is responsible that targets represent one year's grade level growth.

<b>Highly Effective (18-20 points)</b>	<b>Effective (9-17 points)</b>	<b>Developing (3-8 points)</b>	<b>Ineffective (0-2 points)</b>
<b>85%-100% of the students, including special populations, meet or exceed their target</b> <b>95-100=20 points</b> <b>90-94=19 points</b> <b>85-89=18 points</b>	<b>70%-84% of the students, including special populations, meet or exceed their target</b> <b>82-84=17 points</b> <b>79-81=16 points</b> <b>76-78=15 points</b> <b>75=14 points</b> <b>74=13 points</b> <b>73=12 points</b> <b>72=11 points</b> <b>71=10 points</b> <b>70= 9 points</b>	<b>50%-69% of the students, including special populations, meet or exceed their target</b> <b>65-69=8 points</b> <b>60-64=7 points</b> <b>54-59=6 points</b> <b>52-53=5 points</b> <b>51=4 points</b> <b>50=3 points</b>	<b>49% of the students, including special populations, meet or exceed their target</b> <b>29-49=2 points</b> <b>15-28=1 point</b> <b>0-14=0 points</b>

Conversion Chart for State Provided Growth Scores  
With Value Added Approved Model

Highly Effective	25		20
	24		20
	23		19
	22		18
Effective	21		17
	20		17
	19		16
	18		16
	17		15
	16		15
	15		14
	14		13
	13		12
	12		11
	11		10
	10		9
Developing	9		8
	8		8
	7		7
	6		6
	5		5
	4		4
	3		3
Ineffective	2		2
	1		1
	0		0

**HEDI Scoring: 15 point scale**

\*Where a growth measure is used, the district reserves the right to review all targets and require additional changes and is responsible that targets represent one year’s grade level growth.

<b>Highly Effective</b> (14-15 points)	<b>Effective</b> (8-13 points)	<b>Developing</b> (3-7 points)	<b>Ineffective</b> (0-2 points)
85%-100% of the students, including special populations, meet or exceed their target. 92-100 = 15 points 85-91 = 14 points	70%-84% of the students, including special populations, meet or exceed their target. 81-84 = 13 points 77-80 = 12 points 73-76 = 11 points 72 = 10 points 71 = 9 points 70 = 8 points	50%-69% of the students, including special populations, meet or exceed their target. 64-69 = 7 points 58-63 = 6 points 52-57 = 5 points 51 = 4 points 50 = 3 points	49% or less of the students, including special populations, meet or exceed their target. 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

**HEDI Chart 20 point scale**

\*Where a growth measure is used, the district reserves the right to review all targets and require additional changes and is responsible that targets represent one year’s grade level growth.

<b>Highly Effective</b> (18-20 points)	<b>Effective</b> (9-17 points)	<b>Developing</b> (3-8 points)	<b>Ineffective</b> (0-2 points)
85%-100% of the students, including special populations, meet or exceed their target 95-100=20 points 90-94=19 points 85-89=18 points	70%-84% of the students, including special populations, meet or exceed their target 82-84=17 points 79-81=16 points 76-78=15 points 75=14 points 74=13 points 73=12 points 72=11 points 71=10 points 70= 9 points	50%-69% of the students, including special populations, meet or exceed their target 65-69=8 points 60-64=7 points 54-59=6 points 52-53=5 points 51=4 points 50=3 points	49% or less of the students, including special populations, meet or exceed their target 29-49=2 points 15-28=1 point 0-14=0 points

**Hedi Chart 20 point scale**

\*Where a growth measure is used, the district reserves the right to review all targets and require additional changes and is responsible that targets represent one year's grade level growth.

<b>Highly Effective (18-20 points)</b>	<b>Effective (9-17 points)</b>	<b>Developing (3-8 points)</b>	<b>Ineffective (0-2 points)</b>
<b>85%-100% of the students, including special populations, meet or exceed their target</b> <b>95-100=20 points</b> <b>90-94=19 points</b> <b>85-89=18 points</b>	<b>70%-84% of the students, including special populations, meet or exceed their target</b> <b>82-84=17 points</b> <b>79-81=16 points</b> <b>76-78=15 points</b> <b>75=14 points</b> <b>74=13 points</b> <b>73=12 points</b> <b>72=11 points</b> <b>71=10 points</b> <b>70= 9 points</b>	<b>50%-69% of the students, including special populations, meet or exceed their target</b> <b>65-69=8 points</b> <b>60-64=7 points</b> <b>54-59=6 points</b> <b>52-53=5 points</b> <b>51=4 points</b> <b>50=3 points</b>	<b>49% of the students, including special populations, meet or exceed their target</b> <b>29-49=2 points</b> <b>15-28=1 point</b> <b>0-14=0 points</b>

### Other Measures of Effectiveness Conversion Chart

Level	Overall rubric average score	60 point distribution for composite
Highly Effective	3.3-4	59-60
Effective	2.4-3.2	57-58
Developing	1.5-2.3	50-56
Ineffective	1-1.4	0-49

### Rubric Score to Sub-Component Conversion Chart

<b>1.000</b>	<b>0</b>
<b>1.008</b>	<b>1</b>
<b>1.017</b>	<b>2</b>
<b>1.025</b>	<b>3</b>
<b>1.033</b>	<b>4</b>
<b>1.042</b>	<b>5</b>
<b>1.050</b>	<b>6</b>
<b>1.058</b>	<b>7</b>
<b>1.067</b>	<b>8</b>
<b>1.075</b>	<b>9</b>
<b>1.083</b>	<b>10</b>
<b>1.092</b>	<b>11</b>
<b>1.100</b>	<b>12</b>
<b>1.108</b>	<b>13</b>
<b>1.115</b>	<b>14</b>
<b>1.123</b>	<b>15</b>
<b>1.131</b>	<b>16</b>
<b>1.138</b>	<b>17</b>
<b>1.146</b>	<b>18</b>
<b>1.154</b>	<b>19</b>
<b>1.162</b>	<b>20</b>
<b>1.169</b>	<b>21</b>
<b>1.177</b>	<b>22</b>
<b>1.185</b>	<b>23</b>
<b>1.192</b>	<b>24</b>
<b>1.200</b>	<b>25</b>
<b>1.208</b>	<b>26</b>
<b>1.217</b>	<b>27</b>
<b>1.225</b>	<b>28</b>
<b>1.233</b>	<b>29</b>
<b>1.242</b>	<b>30</b>
<b>1.250</b>	<b>31</b>

<b>1.258</b>	<b>32</b>
<b>1.267</b>	<b>33</b>
<b>1.275</b>	<b>34</b>
<b>1.283</b>	<b>35</b>
<b>1.292</b>	<b>36</b>
<b>1.300</b>	<b>37</b>
<b>1.308</b>	<b>38</b>
<b>1.317</b>	<b>39</b>
<b>1.325</b>	<b>40</b>
<b>1.333</b>	<b>41</b>
<b>1.342</b>	<b>42</b>
<b>1.350</b>	<b>43</b>
<b>1.358</b>	<b>44</b>
<b>1.367</b>	<b>45</b>
<b>1.375</b>	<b>46</b>
<b>1.383</b>	<b>47</b>
<b>1.392</b>	<b>48</b>
<b>1.400</b>	<b>49</b>
<b>1.5</b>	<b>50</b>
<b>1.6</b>	<b>51</b>
<b>1.7</b>	<b>52</b>
<b>1.8</b>	<b>53</b>
<b>1.9</b>	<b>54</b>
<b>2</b>	<b>54</b>
<b>2.1</b>	<b>55</b>
<b>2.2</b>	<b>56</b>
<b>2.3</b>	<b>56</b>
<b>2.4</b>	<b>57</b>
<b>2.5</b>	<b>57</b>
<b>2.6</b>	<b>57</b>
<b>2.8</b>	<b>58</b>
<b>2.9</b>	<b>58</b>
<b>3</b>	<b>58</b>
<b>3.1</b>	<b>58</b>
<b>3.2</b>	<b>58</b>
<b>3.3</b>	<b>59</b>
<b>3.4</b>	<b>59</b>
<b>3.5</b>	<b>59</b>
<b>3.6</b>	<b>59</b>
<b>3.7</b>	<b>60</b>
<b>3.8</b>	<b>60</b>
<b>3.9</b>	<b>60</b>
<b>4</b>	<b>60</b>

# TEACHER IMPROVEMENT PLAN

Name of Teacher \_\_\_\_\_

Name of Principal/Evaluator \_\_\_\_\_

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

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

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Improvement Goal/Outcome: \_\_\_\_\_

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Action Steps/Activities: \_\_\_\_\_

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Timeline for completion: \_\_\_\_\_

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Required and accessible resources, including identification of responsibility for provision: \_\_\_\_\_

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Dates of formative evaluation on progress (Teacher and Principal initial each date to confirm the meeting):

December: \_\_\_\_\_

March: \_\_\_\_\_

Other: \_\_\_\_\_

Evidence to be provided for Goal Achievement: \_\_\_\_\_

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Assessment Summary: Principal is to attach a narrative summary of improvement progress, 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 Teacher and Principal with the opportunity for the Teacher to attach comments.

**Hedi Chart 20 point scale**

<b>Highly Effective (18-20 points)</b>	<b>Effective (9-17 points)</b>	<b>Developing (3-8 points)</b>	<b>Ineffective (0-2 points)</b>
<p>85%-100% of the students, including special populations, meet or exceed their individualized target            95-100=20 points            90-94=19 points            85-89=18 points</p>	<p>70%-84% of the students, including special populations, meet or exceed their individualized target            82-84=17 points            79-81=16 points            76-78=15 points            75=14 points            74=13 points            73=12 points            72=11 points            71=10 points            70=9 points</p>	<p>50%-69% of the students, including special populations, meet or exceed their individualized target            65-69=8 points            60-64=7 points            54-59=6 points            52-53=5 points            51=4 points            50=3 points</p>	<p>49% of the students, including special populations, meet or exceed their individualized target            29-49=2 points            15-28=1 point            0-14=0 points</p>

**HEDI Scoring: 15 point scale**

<b>Highly Effective</b> (14-15 points)	<b>Effective</b> (8-13 points)	<b>Developing</b> (3-7 points)	<b>Ineffective</b> (0-2 points)
85%-100% of the students, including special populations, meet or exceed their target. 92-100 = 15 points 85-91 = 14 points	70%-84% of the students, including special populations, meet or exceed their target. 81-84 = 13 points 77-80 = 12 points 73-76 = 11 points 72 = 10 points 71 = 9 points 70 = 8 points	50%-69% of the students, including special populations, meet or exceed their target. 64-69 = 7 points 58-63 = 6 points 52-57 = 5 points 51 = 4 points 50 = 3 points	49% or less of the students, including special populations, meet or exceed their target. . 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

**HEDI Chart 20 point scale**

<b>Highly Effective</b> (18-20 points)	<b>Effective</b> (9-17 points)	<b>Developing</b> (3-8 points)	<b>Ineffective</b> (0-2 points)
85%-100% of the students, including special populations, meet or exceed their target. 95-100=20 points 90-94=19 points 85-89=18 points	70%-84% of the students, including special populations, meet or exceed their target. 82-84=17 points 79-81=16 points 76-78=15 points 75=14 points 74=13 points 73=12 points 72=11 points 71=10 points 70= 9 points	50%-69% of the students, including special populations, meet or exceed their target. 65-69=8 points 60-64=7 points 54-59=6 points 52-53=5 points 51=4 points 50=3 points	49% or less of the students, including special populations, meet or exceed their target. 29- 49=2 points 15-28=1 point 0-14=0 points

**HEDI Scoring: 15 point scale**

<b>Highly Effective</b> (14-15 points)	<b>Effective</b> (8-13 points)	<b>Developing</b> (3-7 points)	<b>Ineffective</b> (0-2 points)
85%-100% of the students, including special populations, meet or exceed their target. 92-100 = 15 points 85-91 = 14 points	70%-84% of the students, including special populations, meet or exceed their target. 81-84 = 13 points 77-80 = 12 points 73-76 = 11 points 72 = 10 points 71 = 9 points 70 = 8 points	50%-69% of the students, including special populations, meet or exceed their target. 64-69 = 7 points 58-63 = 6 points 52-57 = 5 points 51 = 4 points 50 = 3 points	49% or less of the students, including special populations, meet or exceed their target. . 29-49 = 2 points 15-28 = 1 point 0-14 = 0 points

**HEDI Chart 20 point scale**

<b>Highly Effective</b> (18-20 points)	<b>Effective</b> (9-17 points)	<b>Developing</b> (3-8 points)	<b>Ineffective</b> (0-2 points)
85%-100% of the students, including special populations, meet or exceed their target. 95-100=20 points 90-94=19 points 85-89=18 points	70%-84% of the students, including special populations, meet or exceed their target. 82-84=17 points 79-81=16 points 76-78=15 points 75=14 points 74=13 points 73=12 points 72=11 points 71=10 points 70= 9 points	50%-69% of the students, including special populations, meet or exceed their target. 65-69=8 points 60-64=7 points 54-59=6 points 52-53=5 points 51=4 points 50=3 points	49% or less of the students, including special populations, meet or exceed their target. 29- 49=2 points 15-28=1 point 0-14=0 points

APPENDIX C:

Eden Central School District

Principal Annual Professional Performance Comprehensive Report

Principal: \_\_\_\_\_ School Year: \_\_\_\_\_

Grade levels: \_\_\_\_\_ School: \_\_\_\_\_ Status: \_\_\_\_\_

State Assessment:	_____ /20
Locally Selected Assessment:	_____ /20

Other Measures of Principal Effectiveness: (Based on the Multidimensional Principal Performance Rubric)

Domain	Site Visit #1	Site Visit #2	Evidence Binder	Average
Domain 1: Shared Vision of Learning				
Domain 2: School Culture and Instructional Program				
Domain 3: Safe, Efficient, Effective Learning Environment				
Domain 4: Community				
Domain 5: Integrity, Fairness, Ethics				
Domain 6: Political, Social, Economic, Legal and Cultural Context				
Other: Goal Setting and Attainment				
Total Points from Average Column	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	

Total Points from Average Column \_\_\_\_\_ / 7 = \_\_\_\_\_ Overall Average

The overall average will then be applied to the Other Measures of Effectiveness Conversion Chart (Appendix D) to determine the subcomponent score. \_\_\_\_\_ /60

APPENDIX C:

MPPR Rubric Performance Levels and Score Scale	
Performance Level	Negotiated Point Ranges
Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

Overall HEDI Rating Based on Total Subcomponent Scores:

Subcomponent	Points Earned
State Assessment	/20
Locally Selected Assessment	/20
Other Measures of Effectiveness	/60
Total Score	/100
Overall HEDI Rating Based on the Chart Below	

NYSED Scoring Bands for Overall Principal HEDI Score:

HEDI Rating	Overall Points Earned
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Evaluator Comments:

Principal Comments:

### Other Measures of Effectiveness Conversion Chart

Level	Overall rubric average score	60 point distribution for composite
Highly Effective	3.3-4	59-60
Effective	2.4-3.2	57-58
Developing	1.5-2.3	50-56
Ineffective	1-1.4	0-49

### Rubric Score to Sub-Component Conversion Chart

1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31

1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
1.5	50
1.6	51
1.7	52
1.8	53
1.9	54
2	54
2.1	55
2.2	56
2.3	56
2.4	57
2.5	57
2.6	57
2.8	58
2.9	58
3	58
3.1	58
3.2	58
3.3	59
3.4	59
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

# PRINCIPAL IMPROVEMENT PLAN

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

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

Deficiency 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 narrative summary of improvement progress, 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 Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature:    Date:

*[Handwritten Signature]*    5/15/2015

Teachers Union President Signature:    Date:

*[Handwritten Signature]*    5/15/2015

Administrative Union President Signature:    Date:

*[Handwritten Signature]*    5/15/15

Board of Education President Signature:    Date:

*[Handwritten Signature]*    5/15/15

**For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:**

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature:    Date:

A rectangular box containing a handwritten signature that appears to be "S. Lopez" and a date "5/15/2015".