



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

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

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December 4, 2012

Jerome J. Piwko, Jr., Superintendent
Elba Central School District
57 South Main St.
PO Box 370
Elba, NY 14058

Dear Superintendent Piwko:

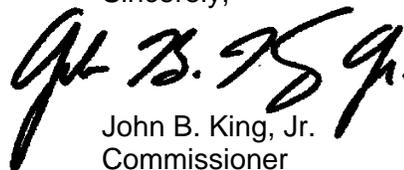
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Michael A. Glover

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, June 05, 2012

Updated Wednesday, November 14, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 180901040000

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

180901040000

1.2) School District Name: ELBA CSD

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

ELBA CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, June 05, 2012

Updated Thursday, November 29, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP) developed ELA Grade K Assessment
1	District, regional, or BOCES-developed assessment	GVEP - developed ELA Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 2 Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." Targets will be set by teachers and approved by the Principal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 75-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 65-74% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 64% or less of the students meet their individual targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP) developed Math Grade K Assessment
1	District, regional, or BOCES-developed assessment	GVEP - developed Math Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	GVEP - developed Math Grade 2 Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20
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	points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." Targets will be set by teachers and approved by the Principal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 75-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 65-74% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 64% or less of the students meet their individual targets.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	GVEP - developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Elba Central School District -- developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally or district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." Targets will be set by teachers and approved by the Principal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 75-88% of the students meet their individual targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 65-74% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 64% or less of the students meet their individual targets.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	GVEP - developed Social Studies Grade 6 Assessment
7	District, regional or BOCES-developed assessment	Elba Central School District -- developed Grade 7 Social Studies Assessment
8	State-approved 3rd party assessment	Elba Central School District -- developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally or district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." Targets will be set by teachers and approved by the Principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65-74% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of the students meet their individual targets.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Elba Central School District -- developed Grade 9 Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." Targets will be set by teachers and approved by the Principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65-74% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of the students meet their individual targets.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." Targets will be set by teachers and approved by the Principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65-74% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of the students meet their individual targets.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20
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	points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." Targets will be set by teachers and approved by the Principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65-74% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of the students meet their individual targets.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Elba Central School District -- developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Elba Central School District -- developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents Assessment -- Comprehensive English Examination

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." Targets will be set by teachers and approved by the Principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65-74% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of the students meet their individual targets.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific Art Assessment
Instrumental Music	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific Instrumental Music Assessment
Vocal Music	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific Vocal Music Assessment
Physical Education	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific Physical Education Assessment
Library	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific Library Assessment
Business	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific Business Assessment
Technology	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific Technology Assessment
Health	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific Health Assessment
LOTE	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific LOTE Assessment
All other teachers not named above	District, Regional or BOCES-developed	Elba Central School District developed grade and course specific 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for
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graphic at 2.11, below.	each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." Targets will be set by teachers and approved by the Principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 89-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75-88% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65-74% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of the students meet their individual targets.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/139177-TXEttx9bQW/3360912-ECSD HEDI Rating Conversion Chart for SLO State Measures.doc

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Genesee Valley Educational Partnership (GVEP) -- developed ELA Grade 4 Assessment
5	5) District, regional, or BOCES–developed assessments	GVEP -- developed ELA Grade 5 Assessment

6	5) District, regional, or BOCES–developed assessments	GVEP -- developed ELA Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	GVEP -- developed ELA Grade 7 Assessment
8	5) District, regional, or BOCES–developed assessments	GVEP -- developed ELA Grade 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using data results from regionally developed pre-assessments, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) for final assessments will be established for each individual student, or a baseline cutpoint for the entire class will be identified. Based on the number of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Teachers will use students' prior academic history and will collaborate with their principal to determine whether to establish individual student targets or to identify a baseline cutpoint for the entire class.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Highly Effective when 89-100% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Effective when 75-88% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases 0% and 8%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Developing when 65-74% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Ineffective when 64% or less of the students meet their individual

goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	GVEP -- developed Math Grade 4 Assessment
5	5) District, regional, or BOCES–developed assessments	GVEP -- developed Math Grade 5 Assessment
6	5) District, regional, or BOCES–developed assessments	GVEP -- developed Math Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	GVEP -- developed Math Grade 7 Assessment
8	5) District, regional, or BOCES–developed assessments	GVEP -- developed Math Grade 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

Using data results from regionally developed pre-assessments, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) for final assessments will be established for each individual student, or a baseline cutpoint for the entire class will be identified. Based on the number of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Teachers will use students' prior academic history and will collaborate with their principal to determine whether to establish individual student targets or to identify a baseline cutpoint for the entire class.

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

When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Highly Effective when 89-100% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Effective when 75-88% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases 0% and 8%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Developing when 65-74% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Ineffective when 64% or less of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/176273-rhJdBgDruP/3367882-ECSD HEDI Rating Conversion Chart for Locally Seletecd Measures for Grades 4-8_1.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally developed pre-assessments, a baseline cutpoint for the entire class will be identified. A baseline cutpoint (achievement target) will be set by the teacher and approved by the Principal for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally developed pre-assessments, a baseline cutpoint for the entire class will be identified. A baseline cutpoint (achievement target) will be set by the teacher and approved by the Principal for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases between 0% and 8%.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	GVEP -- developed Science Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	GVEP -- developed Science Grade 7 Assessment
8	5) District, regional, or BOCES–developed assessments	GVEP -- developed Science Grade 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally developed pre-assessments, a baseline cutpoint for the entire class will be identified. A baseline cutpoint (achievement target) will be set by the teacher and approved by the Principal for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	GVEP -- developed Social Studies Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	GVEP -- developed Social Studies Grade 7 Assessment
8	5) District, regional, or BOCES–developed assessments	GVEP -- developed Social Studies Grade 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally developed pre-assessments, a baseline cutpoint for the entire class will be identified. A baseline cutpoint (achievement target) will be set by the teacher and approved by the Principal for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.

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

Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Elba Central School District - developed grade 9 Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Elba Central School District - developed grade 10 Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Elba Central School District - developed grade 11 American History Assessment

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

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

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

Using data results from regionally developed pre-assessments, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) for final assessments will be established for each individual student, or a baseline cutpoint for the entire class will be identified. A baseline cutpoint (achievement target) will be set by the teacher and approved by the Principal for the entire class. Based on the number of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Teachers will use students' prior academic history and will collaborate with their principal to determine whether to establish individual student targets or to identify a baseline cutpoint for the entire class.

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

When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Highly Effective when 89-100% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Effective when 75-88% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Developing when 65-74% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Ineffective when 64% or less of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	Elba Central School District - developed grade 9 Living Environment Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	Elba Central School District - developed grade 10 Earth Science Assessment
Chemistry	5) District, regional, or BOCES-developed assessments	Elba Central School District - developed grade 11 Chemistry Assessment
Physics	5) District, regional, or BOCES-developed assessments	Elba Central School District - developed grade 12 Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	Using data results from regionally developed pre-assessments, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) for final
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graphic at 3.13, below.

assessments will be established for each individual student, or a baseline cutpoint for the entire class will be identified. A baseline cutpoint (achievement target) will be set by the teacher and approved by the Principal for the entire class. Based on the number of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Teachers will use students' prior academic history and will collaborate with their principal to determine whether to establish individual student targets or to identify a baseline cutpoint for the entire class.

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

When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Highly Effective when 89-100% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.

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

When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Effective when 75-88% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases 0% and 8%.

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

When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Developing when 65-74% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.

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

When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Ineffective when 64% or less of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Elba Central School District -- developed grade 9 Algebra 1 Assessment

Geometry	5) District, regional, or BOCES–developed assessments	Elba Central School District -- developed grade 10 Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Elba Central School District -- developed grade 11 Algebra 2 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally developed pre-assessments, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) for final assessments will be established for each individual student, or a baseline cutpoint for the entire class will be identified. A baseline cutpoint (achievement target) will be set by the teacher and approved by the Principal for the entire class. Based on the number of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Teachers will use students' prior academic history and will collaborate with their principal to determine whether to establish individual student targets or to identify a baseline cutpoint for the entire class.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Highly Effective when 89-100% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Effective when 75-88% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Developing when 65-74% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Ineffective when 64% or less of the students meet their individual goals. When a baseline cutpoint is identified for the entire

class, the teacher will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Elba Central School District -- developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Elba Central School District -- developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Elba Central School District -- developed Grade 11 ELA Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or 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.	Using data results from regionally developed pre-assessments, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) for final assessments will be established for each individual student, or a baseline cutpoint for the entire class will be identified. A baseline cutpoint (achievement target) will be set by the teacher and approved by the Principal for the entire class. Based on the number of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Teachers will use students' prior academic history and will collaborate with their principal to determine whether to establish individual student targets or to identify a baseline cutpoint for the entire class.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Highly Effective when 89-100% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Effective when 75-88% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Developing when 65-74% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Ineffective when 64% or less of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art	5) District/regional/BOCES–developed	Elba Central School District-developed grade and course specific Art Assessment
Instrumental Music	5) District/regional/BOCES–developed	Elba Central District-developed grade and course specific Instrumental Music Assessment
Vocal	5) District/regional/BOCES–developed	Elba Central School District - developed grade and course specific Vocal Music Assessment
Physical Education	5) District/regional/BOCES–developed	Elba Central School District - developed grade and course specific Physical Education Assessment
Library	5) District/regional/BOCES–developed	Elba Central School District - developed grade and course specific Library Assessment
Business	5) District/regional/BOCES–developed	Elba Central School District - developed grade and course specific Business Assessment
Technology	5) District/regional/BOCES–developed	Elba Central School District - developed grade and course specific Technology Assessment
Health	5) District/regional/BOCES–developed	Elba Central School District - developed grade and course specific Health Assessment

LOTE	5) District/regional/BOCES–devel ped	Elba Central School District - developed grade and course specific LOTE Assessment
All other teachers not named above	5) District/regional/BOCES–devel ped	Elba Central School District - developed grade and course specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally developed pre-assessments, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) for final assessments will be established for each individual student, or a baseline cutpoint for the entire class will be identified. A baseline cutpoint (achievement target) will be set by the teacher and approved by the Principal for the entire class. Based on the number of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Teachers will use students' prior academic history and will collaborate with their principal to determine whether to establish individual student targets or to identify a baseline cutpoint for the entire class.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Highly Effective when 89-100% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Effective when 75-88% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Developing when 65-74% of the students meet their individual goals. When a baseline cutpoint is identified for the entire class,

the teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.

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

When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Ineffective when 64% or less of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/176273-y92vNseFa4/ECSD HEDI Rating Conversion Chart for Locally Selected Measures other than 4-8 ELA Math_1.doc

3.14) Locally Developed Controls

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

(No response)

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.

For teachers with a mix of sections/courses resulting in the use of multiple locally selected measures, all of the student scores from the multiple selections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighed proportionately based on the number of students in each section/course.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, June 05, 2012

Updated Thursday, November 29, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric (2012 Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	25

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

35 out of the 60 points available shall come from observations, with 30 from the announced (formal) observation, and 5 from the unannounced (informal). The formal observation will be completed by January 31st. This will consist of a pre-observation meeting held within two school days of the observation, and a post-observation conference held within 5 school days of the observation. This will be followed by a formal write-up that will be provided to the teacher within 10 school days of the observation.

Unannounced observations will be completed by March 31st and will last a minimum of 15 minutes. Post-observation write-ups will be due to the teacher within 5 school days of the observation.

For the remaining 25 points out of the 60 available points , these will come from 5 categories of teacher artifacts worth 5 points each,

within two major areas; (1) commitment to professional growth and (2) commitment to school community. At least 3 of the 5 categories shall come from the area of commitment to professional growth. The artifacts are from a NYSUT approved list.

The teacher evaluation process criteria will be based upon the 60% multiple measures aligned with the NYS Teaching Standards.

New York Teaching Standards

- Knowledge of Students and Student Learning: Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.*
- Knowledge of Content and Instructional Planning: Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.*
- Instructional Practice: Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.*
- Learning Environment: Teachers work with all students to create a dynamic learning environment that supports achievement and growth.*
- Assessment for Student Learning: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction.*
- Professional Responsibilities and Collaboration: Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed and appropriate support personnel to meet the learning needs of students.*
- Professional Growth: Teachers set informed goals and strive for continuous professional growth.*

Process for Multiple Measures of Effectiveness

The 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation. The New York State Teaching Standards rubric 2012 version will be used to evaluate classroom teachers. That rubric is included in the appendix.

In order to support continuous professional growth, 60 points shall be based on observations of teacher and submission of a portfolio binder that demonstrates competency in the NYS Teaching Standards.

One observation will be announced, with a pre-conference before the observation and a post conference within 5 school days. Tenured teachers will participate in one formal full period observation and one mini observation (informal) (15-20 min). Each observation will be followed within 5 school days with a post conference meeting. Non Tenured teachers will have two announced full period observations and 1 mini observation (informal) (15-20 min). Each observation will be followed by a post conference within 5 school days. Informal mini observations will result in the evaluator leaving a card that indicates possible dates for the teacher to select from for the post conference. The teacher will return a copy of the card to the evaluator. It is the responsibility for both parties to schedule the post conference within 5 school days. Teachers will have 5 school days following the post conference to provide supporting evidence on the NYS standards relating to the observation. Teachers will be able to provide supporting evidence of competency in the standards on an ongoing basis to support those standards that are not readily observed within the classroom observation up to May 31, 2013. Evidence should include but not be limited to student work, videos, lesson plans, conversations, or student outcomes.

The first observation (tenured) or the first two observations (non-tenured) must be completed by January 31, 2013. The remaining observations or mini observations must be completed by March 31, 2013. Teachers and lead evaluators will have a mid-year review to discuss evidence collected to date by January 31, 2013. All teachers have the option of requesting a second review by March 31, 2013 to review their evidence of competency. A joint email from the administration and EFA will be sent out by February 16th reminding teachers of this option. Evidence collected through observations will focus on standards 3, 4 and the first element of standard 5. Supporting documentation for standards 1, 2, the remainder of 5, 6 and 7 will be provided by the teacher. All evidence points will be documented and will be accessible throughout the year by the teacher through a web based process.

Teachers and lead evaluators will have a summative meeting to review the 60% measure between May 1-24, 2013. The teacher may submit additional evidence in support of his/her competencies up to 5 days after his/her summative conference.

Teachers will earn points as follows:

- Administrators will allocate 35 points based upon evidence observed in the observation and post conference discussions: points for Standard 3, Standard 4 and Standard 5, indicator 1.
- Teachers will be rated holistically based on the elements observed. They will be observed on at least 2 elements from any of the above standards. The scores will be from a 0-4 range.

0 = Unobserved
1 = Ineffective
2 = Developing
3 = Effective
4 = Highly Effective

- The observed elements will be averaged and then converted to a score using the attached conversion chart (0 to 60).

For example: A teacher receives a score of Effective for Standard 3 Element 3.1a and Highly Effective for Standard 4 Element 4.1c
 $(3+4)/2 = 3.5$, therefore a converted score of 59 (Highly Effective)

- Teachers will allocate 25 points based upon evidence provided during post-conferences or throughout the year as listed above: points for standard 1, points for standard 2, points for standard 5, points for standard 6 and points for standard 7.

Each artifact will be worth up to 5 points. The artifacts will be rated as follows:

0 = Not collected
1 = See Artifact Rubric
2 = See Artifact Rubric
3 = See Artifact Rubric
4 = See Artifact Rubric
5 = See Artifact Rubric

The value for each artifact will then be averaged to create a score that will be converted based on chart below. That number will then be converted to a HEDI score based on Conversion Chart

For example:

$4+3+3+4+4 = 18$ (Effective)

$18 = 3.0$, which equates to 58 on the conversion chart attached.

Overall Score for this component:

59 (35 points $35/60 = .58$)

58 (25 points $25/60 = .42$)

$59 \times .58 = 34.22$

$58 \times .42 = 24.36$

Regular rounding rules to the tenths apply, therefore, $34.2+24.4 = 58.6$ out of 60 for the teacher's score for this component. Thus the teacher would be rated EFFECTIVE.

The final composite score will be rounded to a whole number.

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.

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers who score 3.5 - 4.0 as outline above will have an overall scoring range of 59-60 based on the conversion chart attached under 4.5 above. General rounding rules apply in the event of a non-whole score.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who score 2.5-3.4 as outline above will have an overall scoring range of 57-58.8 based on the conversion chart attached under 4.5 above. General rounding rules apply in the event of a non-whole score.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who score 1.5-2.4 as outline above will have an overall scoring range of 50-56.3 based on the conversion chart attached under 4.5 above. General rounding rules apply in the event of a non-whole score.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who score 1.0-1.4 as outline above will have an overall scoring range of 0-49 based on the conversion chart attached under 4.5 above. General rounding rules apply in the event of a non-whole score.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Thursday, September 13, 2012

Updated Monday, November 26, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, June 05, 2012

Updated Thursday, November 29, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/139205-Df0w3Xx5v6/Elba TIP.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

In the event that a teacher receives a rating of "developing" or "ineffective" for their APPR, the teacher may appeal the rating.

1. Where and the extent possible, the Annual Professional Performance Review (APPR) of classroom teachers shall be a significant factor in employment decisions and teacher development, and will be subject to any procedures which may in the future be negotiated by the District and the Association.

2. A unit member holding the position of classroom teacher may appeal only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such review, and the District's compliance with its procedures for conducting the APPR, or its issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP). Such appeal must be submitted in writing to the Administrator performing the APPR or TIP (See attached appeal form). The writing must explain, in detail, the specific basis for the appeal. The appeal must be submitted within five (5) school days of the teacher's receipt of the APPR or TIP to the Administrator, or it is deemed waived. Within ten (10) school days of receipt of the appeal, the Administrator conducting the APPR or TIP shall submit a written determination to the teacher. The absence of a determination shall be deemed denial of the appeal. If the teacher received an "ineffective" or "developing" rating on an APPR or TIP and disagrees with the determination, the teacher may submit a copy of the written appeal, the determination, and a written statement explaining, in detail, the basis for the disagreement with the determination, to the Labor-Management Panel within five (5) school days of receipt of the determination.

3. The Labor- Management Panel will consist of the Superintendent's designee, the EFA President (or his/her designee), and a third person to be mutually agreed upon by the other two panel members. The third person may be an Association member, and Administrator, or a Board of Education member. The Administrator responsible for the evaluation of the teacher in question may not be selected to the appeals panel.

4. The Labor-Management Panel will schedule a meeting with the teacher within five (5) school days of the panel's receipt of the teacher's appeal, and shall render a decision within two (2) school days after that meeting.

5. During the appeals process, the following will be considered during a unit member's review by all stages of the appeal:

- Class size
- Students assigned to class
- Student attendance
- Teacher leave time/personal issue
- New initiative or requirements placed on the teacher
- The physical environment
- Quality of the relationship between staff and evaluator

6. The Labor-Management Panel's decision shall be communicated to the Superintendent as a recommendation within two (2) school days of reaching its decision. The Superintendent's decision shall be final. The Superintendent shall deliver the final determination to the unit member within two (2) school days of receipt of the Labor-Management Panel's recommendation.

7. An appeal or determination under this section shall be exempt from the grievance and arbitration provisions in the Collective Bargaining Agreement, except that a classroom teacher may proceed through Article 11 of the Collective Bargaining Agreement solely to challenge the District's adherence to any procedural standards set forth in the Collective Bargaining Agreement which apply to the issuance of an APPR or TIP. However, other than performance, nothing in this paragraph shall in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher, and any such termination or denial shall not in any way be subject to Article 11 of the Collective Bargaining Agreement.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

In order to properly train evaluators in the nine elements identified, all evaluators will complete training through the Genesee Valley Educational Partnership and other neighboring BOCES, which consist of 5 to 10 full-day trainings throughout the year. In addition, collaborative review and analysis of observation-based evidence and other professional evidence within NYSUT's Teacher Practice Rubric Aligned with the New York State Teaching Standards will take place during regular weekly administrative council meetings and evaluator training meetings in order to ensure inter-rater reliability. Lead evaluators and evaluators will utilize authentic evidence gathered during actual teacher observations, they will jointly review videotaped lessons, and they will discuss and review the nine criteria areas.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be recertified each year.

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 Friday, September 14, 2012
Updated Thursday, November 29, 2012

Page 1

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

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

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

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

PK -6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

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:

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

8. Local Measures (Principals)

Created Tuesday, September 18, 2012

Updated Tuesday, December 04, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
UPK-6	(d) measures used by district for teacher evaluation	NYS assessment in grades 3 - 5 ELA/Math
7-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4-year High School graduation rate

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.	For the 7-12 Principal the achievement target will be the 4-year graduation rate. For the UPK - 6 Principal, the achievement target will be proficiency level for for students in grades 3-5 on Math and ELA State Assessments. The achievement target will be established by each Principal and approved by the Superintendent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students meet target established by the Principal and approved by the Superintendent.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students meet target established by the Principal and approved by the Superintendent.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students meet target established by the Principal and approved by the Superintendent.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	0 - 54% of students meet target established by the Principal and approved by the Superintendent.

for grade/subject.

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

(No response)

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

assets/survey-uploads/5366/178757-qBFVOWF7fC/8.1 Principal HEDI.doc

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

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

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

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

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

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

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

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

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

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

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

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

in a school with high school grades

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, September 13, 2012

Updated Tuesday, December 04, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The following formula will be used to calculate the number of points for the principal effectiveness composite score (the rubric is a four point rubric) for each indicator.

There are six domains. Each domain is comprised of a set of dimensions. Each dimension will be scored as follows:

Element Score Performance Level

- 1 Ineffective*
- 2 Developing*
- 3 Effective*
- 4 Highly Effective*

Each domain will be scored as follows:

$(3 (\# \text{ dimensions scoring } 4) + 3 (\# \text{ dimensions scoring } 3) + (\# \text{ dimensions scoring } 2)) \times 10$ divided by $3 (\# \text{ dimensions in the domain})$

The scores of each domain will be totaled to determine the number of total points (out of 60) for the multiple measures component of the composite score.

The Superintendent of Schools will conduct building visits in order to support professional growth and improvement. For at least one visitation, a pre- and post-observation conference will occur. Principals will receive a minimum of two formal building visits. The first formal building visit will be announced and will have a pre-conference. The remaining building visit or building visits may be announced, may have a pre-conference, or may be unannounced. The principal will accompany the evaluator during formal building visits.

Both formal and informal visits will result in formal written feedback. This feedback will be provided to the building principal within 10 days of the conclusion to the post-conference. The written feedback will be used as evidence for the corresponding points rating as aligned to the rubric. Standard rounding rules apply.

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

<assets/survey-uploads/5143/176278-pMADJ4gk6R/FormFeedbackPrincipalScore.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.	Overall performance and results exceed standards.
Effective: Overall performance and results meet standards.	Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	42-53
Developing	37 - 41
Ineffective	0-36

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, October 11, 2012

Updated Friday, November 16, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	54-60
Effective	42-53
Developing	37-41
Ineffective	0-36

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, September 19, 2012

Updated Monday, December 03, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/179163-Df0w3Xx5v6/Elba Central School District Principal Improvement Plan.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Only overall final evaluations receiving a rating of "Ineffective" or "Developing" can be appealed, based only on what is outlined in Education Law section 3012-c. If the District and the Principal enter into agreement whereby the actual number rating would influence compensation or advancement opportunities within the district, this issue will be revisited and his plan will be revised as appropriate. Principals will be allowed to respond/comment in writing about their school visit reports or any other component of their evaluation, whether they choose to appeal the evaluation or not.

1) Before submitting a formal appeal, a principal must first meet with the evaluator (the Superintendent) to discuss his/her concerns.

2) To appeal an evaluation, the principal must submit a written appeal to the Superintendent within five (5) calendar days of receiving the final evaluation rating.

3) The Superintendent must provide the principal a written response to the appeal within five (5) calendar days of receiving of the written appeal from the principal.

4) To continue the appeal thereafter, the principal must submit a written appeal to the Board of Education or to the assigned hearing officer at the Genesee Valley Educational Partnership within five (5) calendar days of receiving of the Superintendent's response.

5) Upon receiving the written appeal, the Board of Education or the GVEP hearing officer will meet with the principal and the Superintendent at their earliest convenience.

6) The Board of Education or GVEP hearing officer must provide the principal and the Superintendent a written response to the appeal as soon as possible, preferably within five (5) days of the meeting. The decision of the Board of Education or the GVEP hearing officer shall be final and binding, and not subject to the normal grievance procedure outlined in the Principal's contract. When an appeal is successful, the Board of Education or the GVEP hearing officer may set aside a rating and require a new evaluation be conducted in whole or in part, or provide other directives as appropriate.

NOTE: The Elba Central School District assures that the appeals process will be timely and expeditious in compliance with Education Law 3012-c.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

As the sole evaluator of principals in the Elba Central School District, the Superintendent will be properly trained in the nine elements identified, completing training through the Genesee Valley Educational Partnership and NYSCOSS, which will consist of a number of full-day trainings and shorter workshops throughout the year. Training of the lead evaluator will cover the topic of inter-rater reliability. Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within the Multidimensional Principal Performance Rubric will take place for the professional growth of the Superintendent and the administrative team. All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that he be certified to conduct principal evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for the Superintendent to be recertified each year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

Subpart

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, June 05, 2012

Updated Monday, December 03, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/139194-3Uqgn5g9Iu/Joint Certification December 3.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Elba Central School District

HEDI Ratings Conversion Charts for Student Learning Objectives (SLOs)

These conversion charts are consistent for all grade levels and subject areas.

Based on the percentage of students that meet their established targets for State SLO's, teachers and/or principals will receive a HEDI rating between 0-20 as outlined below.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	89-92%	83-88%	82%	81%	80%	79%	78%	77%	76%	75%	73-74%	71-72%	69-70%	67-68%	66%	65%	55-64%	45-54%	0-44%

Elba Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures for Grades 4-8

These conversion charts are consistent for both ELA 4-8 and Math 4-8.

Grades 4-8 teachers and/or principals may use either option below for their local measure, after reviewing students' prior academic history and collaborating with their principal/direct supervisor to determine which option is best.

Based on the percentage of students that meet their established S.M.A.R.T. Goals for the locally selected assessments, teachers will receive a HEDI rating between 0-15 as outlined below:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	89-94%	83-88%	80-82%	78-79%	77%	76%	75%	71-74%	69-70%	67-68%	66%	65%	55-64%	45-54%	0-44%

OR

Based on the increase or decrease of the percentage of students that exceed an identified baseline cutpoint on the locally selected final assessment, teachers will receive a HEDI rating between 0-15 as outlined below:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
11% or more	9-10%	7-8%	5-6%	3-4%	2%	1%	0%	-1%	-2%	-3%	-4%	-5 to -6%	-7%	-8%	-9% or more

Elba Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures

These conversion charts are consistent for all grade levels and all subject areas, **other than 4-8 ELA and Math.**

Teachers and/or principals that use a state-provided assessment for their state measure may use either option below for their local measure, after reviewing students' prior academic history and collaborating with their principal/direct supervisor to determine which option is best.

Teachers and/or principals that use the same Locally Developed or GVEP-developed assessment for both the state and local measures must use option 2 below for their local measure.

Option 1: Based on the percentage of students that meet their established S.M.A.R.T. Goals for the locally selected assessments, teachers will receive a HEDI rating between 0-20 as outlined below:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	89-92%	83-88%	82%	81%	80%	79%	78%	77%	76%	75%	73-74%	71-72%	69-70%	67-68%	66%	65%	55-64%	45-54%	0-44%

OR

Option 2: Based on the increase or decrease of the percentage of students that exceed an identified baseline cutpoint on the locally selected final assessment, teachers will receive a HEDI rating between 0-20 as outlined below:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
11% or more	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%	0%	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9% or more

Calculating the Score of Professional Practice

1	Knowledge of Students and Student Learning	Score
1.1a	<i>Describes developmental characteristics of students</i>	
1.1b	<i>Creates developmentally appropriate lessons</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Meets diverse learning needs of each student</i>	
1.3b	<i>Plans for student strengths, interests, and experiences</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

2	Knowledge of Content and Instructional Planning	Score
2.1a	<i>Understands key concepts and themes in the discipline</i>	
2.1b	<i>Understands key disciplinary language</i>	
2.1c	<i>Uses current developments in pedagogy and content</i>	
2.1d	<i>Understands learning standards</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs instruction to meet diverse learning needs of students</i>	
2.3b	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3c	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Aligns learning standards</i>	
2.4b	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes physical space</i>	
2.6b	<i>Incorporates technology</i>	
2.6c	<i>Organizes time</i>	
2.6d	<i>Selects materials and resources</i>	
	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

3	Instructional Practice	Score
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Establishes high expectations</i>	
3.3b	<i>Articulates measures of success</i>	
3.3c	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
3.6c	<i>Adjusts pacing</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

4	Learning Environment	Score
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Establishes high expectations for achievement</i>	
4.2b	<i>Promotes student curiosity</i>	
4.2c	<i>Promotes student pride in work and accomplishments</i>	
4.3a	<i>Establishes expectations for student behavior</i>	
4.3b	<i>Establishes routines, procedures and transitions</i>	
4.3c	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes the physical environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

Calculating the Score of Professional Practice

5	Assessment for Student Learning	Score
5.1a	Uses assessments to establish learning goals and inform instruction	
5.1b	Measures and records student achievement	
5.1c	Aligns assessments to learning goals	
5.1d	Implements accommodations and modifications	
5.2a	Analyzes assessment data	
5.2b	Uses assessment data to set goals and provide feedback to students	
5.2c	Engages students in self-assessment	
5.3a	Accesses and interprets assessments	
5.4a	Understands assessment measures and grading procedures	
5.4b	Establishes an assessment system	
5.5a	Communicates purposes and criteria	
5.5b	Provides preparation and practice	
5.5c	Provides assessment skills and strategies	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

6	Professional Responsibilities and Collaboration	Score
6.1a	Demonstrates ethical, professional behavior	
6.1b	Advocates for students	
6.1c	Demonstrates ethical use of information and information technology	
6.1d	Completes training to comply with state and local requirements and jurisdiction	
6.2a	Supports the school as an organization with a vision and mission	
6.2b	Participates on an instructional team	
6.2c	Collaborates with the larger community	
6.3a	Engages families	
6.3b	Communicates student performance	
6.4a	Maintains records	
6.4b	Manages time and attendance	
6.4c	Maintains classroom and school resources and materials	
6.4d	Participates in school and district events	
6.5a	Communicates policies	
6.5b	Maintains confidentiality	
6.5c	Reports concerns	
6.5d	Adheres to policies and contractual obligations	
6.5e	Accesses resources	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

7	Professional Growth	Score
7.1a	Reflects on evidence of student learning	
7.1b	Reflects on biases	
7.1c	Plans professional growth	
7.2a	Sets goals	
7.2b	Engages in professional growth	
7.3a	Gives and receives constructive feedback	
7.3b	Collaborates	
7.4a	Accesses professional memberships and resources	
7.4b	Expands knowledge base	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

Assessment of Practice	Scores
Transfer standard scores to the boxes below	
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
Subtotal	
Divide by 7	
Total score of professional practice	

Composite Score

Worksheet: Calculating the Composite Score of Teacher Effectiveness

1 Subcomponent A First, acquire the State assessments score, expressed as a number from 0-20 (TSGPS)	/20
2 Subcomponent B Next, using your local methodology, acquire a value expressed as a number between 0-20, representing a score derived from multiple locally selected measures of student achievement	/20
3 Subcomponent C The scoring methodology has resulted in a rating of 1-4. Use a locally negotiated conversion table to express this score as a value between 0-60	/60
4 Add A + B + C	Total /100
Identify in which scoring range the composite score falls to determine a final effectiveness rating.	

- Highly Effective
- Effective
- Developing
- Ineffective

Final effectiveness rating: _____

Teacher _____ Date _____

Evaluator _____ Date _____

The following Conversion Chart will be used to Convert a Rubric Score to a Composite Score

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

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

Teacher Name _____ Artifact type _____

Artifact Rubric (per artifact)

0	Evidence not submitted
1	<ul style="list-style-type: none">• Unrelated to teacher's professional goal(s)• Unrelated to district goals/standards and/or outcomes• No alignment with best practice(s)• Unrelated to professional development opportunities• No evidence of collaboration with others
2	<ul style="list-style-type: none">• Little alignment with teacher's professional goal(s)• Little alignment with district goal(s)/standards and/or outcomes• Little alignment of best practice(s)• Little alignment with professional development opportunities• Little evidence of collaboration with either: colleagues, mentor(s), building administrator(s), or parents
3	<ul style="list-style-type: none">• Some alignment with teacher's professional goal(s)• Some alignment with district goals/standards and/or outcomes• Some alignment with best practice(s)• Some alignment with professional development opportunities• Some evidence of collaboration with either: colleagues, mentor(s), building administrator(s), or parents
4	<ul style="list-style-type: none">• Mostly aligned with teacher's professional goal(s)• Mostly aligned with district goals/standards and/or outcomes• Mostly aligned with best practice(s)• Mostly aligned with professional development opportunities• Evidence of collaboration efforts with either: colleagues, mentor(s), building administrator(s), or parents
5	<ul style="list-style-type: none">• Aligned with teacher's professional goal(s)• Aligned with district goals/standards and/or outcomes• Aligned with best practice(s)• Aligned with professional development opportunities• Much evidence of collaboration efforts with either: colleagues, mentor(s), building administrator(s), or parents

SCORE _____

**Elba Central School District
Annual Performance Review Process**

Principal Improvement Plan (PIP)

The intent of the PIP is to assist principals who are rated as developing or ineffective through an annual professional performance review. The PIP is to be implemented no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year.

Purpose of the awareness plan is to:

- Demonstrate the district commitment to the ongoing growth of principal's professionalism and implementation of district wide initiatives.
- Improve principal performance
- Provide a more directed intensive support

Principal Improvement Plan

Steps

1. Principal has been notified of the need for additional professional growth during the school year or at the end of the year review conference.
2. Develop plan that will focus on specific areas of improvement and provide evidence of improvement.
3. Participate in progress review conferences as established by the plan.
4. At the end of the identified and agreed upon timeframe, one of the following will occur:
 - That a principal demonstrated improvement and attainment of goals (as stated in the plan) so the he/she will no longer participate in the Principal Improvement Plan.
 - That the principal did not demonstrate improvement or attainment of goals is recommended for continuation of a Principal Improvement Plan for a second year.
 - That the principal did not demonstrate satisfactory improvement and therefore will be recommended for termination.

**Elba Central School District
Principal Improvement Plan**

Name and Signature of Principal _____

Name and Signature of Superintendent _____

Initial Planning Date _____

Review Session 1 _____

Review Session 2 _____

Review Session 3 _____

_____ Check if this Domain is need of improvement

Domain 1: Shared Vision of Learning

Area (s) of Weakness	Plan of Action	Support Structures	Data Collection, Method & Sources	Outcomes Results/Measures	Principal Reflection

**Elba Central School District
Principal Improvement Plan**

Name and Signature of Principal _____

Name and Signature of Superintendent _____

Initial Planning Date _____

Review Session 1 _____

Review Session 2 _____

Review Session 3 _____

_____ Check if this Domain is need of improvement

Domain 2: School Culture and Instructional Program

Area (s) of Weakness	Plan of Action	Support Structures	Data Collection, Method & Sources	Outcomes Results/Measures	Principal Reflection

**Elba Central School District
Principal Improvement Plan**

Name and Signature of Principal _____

Name and Signature of Superintendent _____

Initial Planning Date _____

Review Session 1 _____

Review Session 2 _____

Review Session 3 _____

_____ Check if this Domain is need of improvement

Domain 3: Shared Vision of Learning

Area (s) of Weakness	Plan of Action	Support Structures	Data Collection, Method & Sources	Outcomes Results/Measures	Principal Reflection

**Elba Central School District
Principal Improvement Plan**

Name and Signature of Principal _____

Name and Signature of Superintendent _____

Initial Planning Date _____

Review Session 1 _____

Review Session 2 _____

Review Session 3 _____

_____ Check if this Domain is need of improvement

Domain 4: Community

Area (s) of Weakness	Plan of Action	Support Structures	Data Collection, Method & Sources	Outcomes Results/Measures	Principal Reflection

**Elba Central School District
Principal Improvement Plan**

Name and Signature of Principal _____

Name and Signature of Superintendent _____

Initial Planning Date _____

Review Session 1 _____

Review Session 2 _____

Review Session 3 _____

_____ Check if this Domain is need of improvement

Domain 5: Integrity, Fairness, Ethics

Area (s) of Weakness	Plan of Action	Support Structures	Data Collection, Method & Sources	Outcomes Results/Measures	Principal Reflection

**Elba Central School District
Principal Improvement Plan**

Name and Signature of Principal _____

Name and Signature of Superintendent _____

Initial Planning Date _____

Review Session 1 _____

Review Session 2 _____

Review Session 3 _____

_____ Check if this Domain is need of improvement

Domain 6: Political, Social, Economic, Legal and Cultural Context

Area (s) of Weakness	Plan of Action	Support Structures	Data Collection, Method & Sources	Outcomes Results/Measures	Principal Reflection

**Elba Central School District
Principal Improvement Plan**

Name and Signature of Principal _____

Name and Signature of Superintendent _____

Initial Planning Date _____

Review Session 1 _____

Review Session 2 _____

Review Session 3 _____

_____ Check if this Domain is need of improvement

Other: Goal Setting, Strategic Planning, Assessment:

Area (s) of Weakness	Plan of Action	Support Structures	Data Collection, Method & Sources	Outcomes Results/Measures	Principal Reflection

Elba Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures for Principals

These conversion charts are consistent for both Elementary and Secondary Principals.

Based on the percentage of students that meet their established targets, principals will receive a HEDI rating between 0-15 as outlined below:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	85-94%	84%	83%	80-82%	75-79%	70-74%	65-69%	63-64%	62%	61%	58-60%	55-57%	45-54%	21-44%	0-20%

Other Measures of Effectiveness (60 Points)

Elba Central School District

Principal's Leadership and Management

Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ratings below.

Name of Principal:

School Year:

Domain	Highly Effective	Effective	Developing	Ineffective
Shared Vision of Learning				
School Culture and Instructional Program				
Safe, Efficient, Effective Learning Environment				
Community				
Integrity, Fairness, Ethics				
Political, Social, Economic, Legal and Cultural Context				

Overall Rating: Highly Effective Effective Developing Ineffective

Rubric Performance Levels and Score Scale	
Performance Level	Points ranges
Highly Effective	54 – 60
Effective	42 – 53
Developing	37 – 41
Ineffective	0 – 36

Points Awarded 0-60:

Overall Evaluation Summary

Elba Central School District

Principal Annual Professional Performance Review Summary

Principal's Name:

Position/Site:

School Year:

Evaluator's Name:

Evaluator's Visit Dates:

Date of Evaluation:

Evaluation Component	Points Range	Points Earned	HEDI Rating	Comments
State (or comparable) student achievement growth score	___ 0 – 20 or ___ 0 – 25			
Locally selected measures of student achievement score	___ 0 – 20 or ___ 0 – 15			
Other measures of performance: Supervisor's assessment of leadership and management: LCI Multidimensional rubric	0 – 60			
Overall Total Points	0 – 100			

HEDI Composite Scale (2012 – 13)	
Highly Effective	91 – 100
Effective	75 – 90
Developing	65 – 74
Ineffective	0 – 64

APPR Overall Rating (HEDI):

Supervisor's signature and date:

Principal's signature and date:

Elba Central Schools
Annual Professional Performance Review (APPR)
Teacher Improvement Plan (TIP)

The District and the Elba Faculty Association agree that the purpose of conducting an APPR is to improve professional practice and, based on sound teaching practices, increase the likelihood for successful student performance. In the event that a teacher is found to be at a “developing” or “ineffective” rating level in at least one of the seven (7) Teaching Standards criteria, that teacher will be provided with a Teacher Improvement Plan (TIP). The TIP shall be provided as soon as practicable, but no later than ten (10) school days after the date on which teachers are required to report to work for the opening of classes for the school year.

The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The Association President will be notified prior to the issuance of a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP. The TIP shall be jointly developed in a meeting between the teacher and the building principal, with the teacher being provided with an Association representative at that meeting. All costs associated with the implementation of the TIP, including but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher’s performance has been evaluated. Any changes to a TIP that has been issued must be made by mutual agreement.

Teacher: _____	Administrator: _____
Grade: _____	Status: Temporary____ Probationary____ Tenured____
Subject: _____	

Annual Professional Performance Review Teaching Standards Criteria

Complete one TIP for each criterion area; *check no more than three areas*

- | | |
|--|--|
| <input type="checkbox"/> Knowledge of Students and Student Learning | <input type="checkbox"/> Learning Environment |
| <input type="checkbox"/> Knowledge of Content and Instructional Planning | <input type="checkbox"/> Assessment for Student Learning |
| <input type="checkbox"/> Instructional Practice | <input type="checkbox"/> Professional Responsibilities and Collaboration |
| <input type="checkbox"/> Professional Growth | |

Teacher Improvement Plan

Teaching Standards Criterion	Strategies/ Recommendations (with identified resources and/or personnel needed)	Expected Evidence: Documentation &/or Performance (must include who is responsible for monitoring performance listed)	Timeline (must include any pre-determined status updates and an ending date)	Status and Verification (ex. Successfully completed, 11/15/13, signed by verifier)

Teacher Signature _____

Date _____

Principal Signature _____

Date _____

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

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

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

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

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

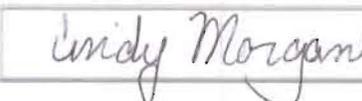
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

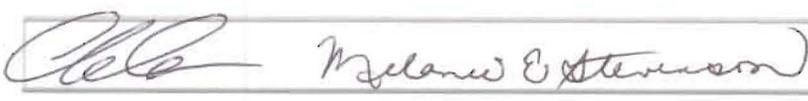
Superintendent Signature: Date: 12/3/12



Teachers Union President Signature: Date: 12/3/12



Administrative Union President Signature: Date: 12/3/12



Board of Education President Signature: Date:

 12/3/12