



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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February 26, 2014

Revised

Hillary Austin, Superintendent
Elmira City School District
951 Hoffman Street
Elmira, NY 14905

Dear Superintendent Austin:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Dr. Horst Graefe

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, January 17, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 070600010000

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

070600010000

1.2) School District Name: ELMIRA CITY SD

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

ELMIRA CITY SD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, February 18, 2014

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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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	ECSD Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	ECSD Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	ECSD Developed Grade 2 Math Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set acceptable individual growth targets for student performance, based on pre-assessment data, on the listed assessments. We will calculate the percent of students who meet their target per the Table of Target Expectations of Student Growth from Baseline through Target Assessments. In all cases the goal is 80%. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.

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

Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

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	ECSD Developed Kindergarten Math Assessment .
1	District, regional, or BOCES-developed assessment	ECSD Developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	ECSD Developed 2nd Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set acceptable individual growth targets for student performance, based on pre-assessment data, on the listed assessments. We will calculate the percent of students who meet their target per the Table of Target Expectations of Student Growth from Baseline through Target Assessments. In all cases the goal is 80%. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

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	Not applicable	Not applicable because these are common branch teachers who will have SPG scores from their NYS Math and ELA Assessments
7	District, regional or BOCES-developed assessment	ECSD Developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set acceptable individual growth targets for student performance, based on pre-assessment data, on the listed assessments. We will calculate the percent of students who meet their target per the Table of Target Expectations of Student Growth from Baseline through Target Assessments. In all cases the goal is 80%. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

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	Not applicable	Not applicable because these common branch teachers will have State Provided Growth scores from their NYS Math and ELA Assessments
7	District, regional or BOCES-developed assessment	ECSD Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	ECSD Developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set acceptable individual growth targets for student performance, based on pre-assessment data, on the listed assessments. We will calculate the percent of students who meet their target per the Table of Target Expectations of Student Growth from Baseline through Target Assessments. In all cases the goal is 80%. The chart for assigning points on the HEDI scale is uploaded.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

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	ECSD Developed Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set acceptable individual growth targets for student performance, based on pre-assessment data, on the listed assessments. We will calculate the percent of students who meet their target per the Table of Target Expectations of Student Growth from Baseline through Target Assessments. In all cases the goal is 80%. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set acceptable individual growth targets for student performance, based on pre-assessment data, on the listed assessments. We will calculate the percent of students who meet their target per the Table of Target Expectations of Student Growth from Baseline through Target Assessments. In all cases the goal is 80%. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

2.8) High School Math Regents Courses

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

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

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

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances

in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set acceptable individual growth targets for student performance, based on pre-assessment data, on the listed assessments. We will calculate the percent of students who meet their target per the Table of Target Expectations of Student Growth from Baseline through Target Assessments. In all cases the goal is 80%. The chart for assigning points on the HEDI scale is uploaded. Students enrolled in Common Core Algebra I courses will take both the NYS Integrated and NYS Common Core Algebra I Regents Exams. The district will use the higher of the two Regents exam scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

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	ECSD Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	ECSD Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive and NYS Common Core English Regents Exam

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common

Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set acceptable individual growth targets for student performance, based on pre-assessment data, on the listed assessments. We will calculate the percent of students who meet their target per the Table of Target Expectations of Student Growth from Baseline through Target Assessments. In all cases the goal is 80%. The chart for assigning points on the HEDI scale is uploaded. For students enrolled in Common Core English courses the district will be administering both the Comprehensive and Common Core Regents exam. The district will be using the higher of the two exam scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

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
Co-Taught K-2	District, Regional or BOCES-developed	ECSD Developed Grade Level Math Assessment
Co-Taught Grade 3	State Assessment	NYS Grade 3 ELA and Math Assessments
Co-Taught Grades 4-6	State Assessment	NYS Grades 4-6 ELA and Math Assessments
Reading K-2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
Reading 3	State Assessment	NYS Grade 3 ELA
Reading 4-6	State Assessment	NYS Grades 4-6 ELA and Math Assessments
Art K-6	District, Regional or BOCES-developed	GST BOCES Developed Course specific Art Assessment
PE K-6	District, Regional or BOCES-developed	ECSD Developed course specific PE Assessment
Music K-6	District, Regional or BOCES-developed	GST BOCES Developed course specific Music Assessment
Self-Contained Special Education K-2	District, Regional or BOCES-developed	ECSD Developed Grade Level Math Assessment
Self-Contained Special Education 4-6	State Assessment	NYS Grades 4-6 ELA and Math Assessments
Technology 7-8	District, Regional or BOCES-developed	ECSD Developed Technology 7/8 Assessment
Family and Consumer Science	District, Regional or BOCES-developed	ECSD Developed Family and Consumer Science Assessment

Art 7-8	District, Regional or BOCES-developed	GST BOCES Developed course specific Art Assessment
Music 7-8	District, Regional or BOCES-developed	GST BOCES Developed course specific Music Assessment
PE 7-8	District, Regional or BOCES-developed	ECSD Developed course specific Physical Education Assessment
Health 7-8	District, Regional or BOCES-developed	ECSD Developed course specific Health Assessment
Spanish 8	District, Regional or BOCES-developed	ECSD Developed Grade 8 Spanish Assessment
7-8 Self Contained Special Education	State Assessment	NYS ELA Grades 7-8 Assessments and NYS Math Grades 7-8 Assessments
Reading 7-8	State Assessment	NYS ELA Grades 7-8 Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set acceptable individual growth targets for student performance, based on pre-assessment data, on the listed assessments. We will calculate the percent of students who meet their target per the Table of Target Expectations of Student Growth from Baseline through Target Assessments. For courses taking the Measures of Academic Progress (MAPS) we will calculate the percent of students who meet their target per the Table of NWEA Target Expectations of Student Growth from Baseline through Target Assessments. In all cases the goal is 80%. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

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)

assets/survey-uploads/12186/682637-avH4IQNZMh/Review Room Other Courses updated 1.17.14 Revised.doc

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.

2.12) Locally Developed Controls

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

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

No local controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The locally selected measure will be calculated based on the % of students enrolled in a teacher's classroom. The achievement score is calculated based on the district established grade-level growth target for student performance on the listed assessments. In addition, students whose baseline score indicates that they are at or above grade level will be required to demonstrate on the final assessment administration that they have maintained an at or above grade level score to meet the target of adequate achievement progress. The NWEA Expected Progress Target Chart and the chart for assigning points on the HEDI scale are uploaded.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have 81% of more of their students reaching the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The locally selected measure will be calculated based on the % of students enrolled in a teacher's classroom. The achievement score is calculated based on the district established grade-level growth target for student performance on the listed assessments. In addition, students whose baseline score indicates that they are at or above grade level will be required to demonstrate on the final assessment administration that they have maintained an at or above grade level score to meet the target of adequate achievement progress. The NWEA Expected Progress Target Chart and the chart for assigning points on the HEDI scale are uploaded.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/682638-rhJdBgDruP/Review Room Chart for 3.3 updated 02.07.14_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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.	The locally selected measure will be calculated based on the % of students enrolled in a teacher's classroom. The achievement score is calculated based on the district established grade-level growth target for student performance on the listed assessments. In addition, students whose baseline score indicates that they are at or above grade level will be required to demonstrate on the final assessment administration that they have maintained an at or above grade level score to meet the target of adequate achievement progress. The NWEA Expected Progress Target Chart and the chart for assigning points on the HEDI scale are uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have 81% of more of their students reaching the target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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	The locally selected measure will be calculated based on the % of students enrolled in a teacher's classroom. The achievement
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.

score is calculated based on the district established grade-level growth target for student performance on the listed assessments. In addition, students whose baseline score indicates that they are at or above grade level will be required to demonstrate on the final assessment administration that they have maintained an at or above grade level score to meet the target of adequate achievement progress. The NWEA Expected Progress Target Chart and the chart for assigning points on the HEDI scale are uploaded.

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

Teachers reaching this designation will have 81% of more of their students reaching the target.

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

Teachers reaching this designation will have between 54% and 80% of their students reaching the target.

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

Teachers reaching this designation will have between 30% and 53% of their students reaching the target.

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

Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

The locally selected measure will be calculated based on the % of students enrolled in a teacher's classroom. The achievement score is calculated based on the district established grade-level growth target for student performance on the listed assessments. In addition, students whose baseline score indicates that they are at or above grade level will be required to demonstrate on the final assessment administration that they have maintained an at or above grade level score to meet the target of adequate achievement progress. The NWEA Expected Progress Target Chart and the chart for assigning points on the HEDI scale are uploaded.

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

Teachers reaching this designation will have 81% of more of their students reaching the target.

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

Teachers reaching this designation will have between 54% and 80% of their students reaching the target.

grade/subject.

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

Teachers reaching this designation will have between 30% and 53% of their students reaching the target.

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

Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

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

The locally selected measure will be calculated based on the % of students enrolled in a teacher's classroom. The achievement score is calculated based on the district established grade-level growth target for student performance on the listed assessments. In addition, students whose baseline score indicates that they are at or above grade level will be required to demonstrate on the final assessment administration that they have maintained an at or above grade level score to meet the target of adequate achievement progress. The NWEA Expected Progress Target Chart and the chart for assigning points on the HEDI scale are uploaded.

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

Teachers reaching this designation will have 81% or more of their students reaching the target.

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

Teachers reaching this designation will have between 54% and 80% of their students reaching the target.

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

Teachers reaching this designation will have between 30% and 53% of their students reaching the target.

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

Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global II Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS US History Regents Exam

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.	<p>The locally selected measure will be calculated based on the % of students enrolled in a teacher's classroom who achieve a district established grade-level growth target for student performance on the listed assessments. In addition, students whose baseline score indicates that they are at or above grade level will be required to demonstrate on the final assessment administration that they have maintained an at or above grade level score to meet the target of adequate achievement progress. The NWEA Expected Progress Target Chart and the chart for assigning points on the HEDI scale are uploaded.</p> <p>For Regents results are based upon the percentage of students who meet the district's minimum achievement expectation for individual student performance. This expectation is calculated using data from the past three year's Regents exams.</p> <p>The chart for assigning points on the HEDI scale are uploaded.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have 81% of more of their students reaching the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Results are based upon the percentage of students who meet the district's minimum achievement expectation for individual student performance. This expectation is calculated using data from the past three year's Regents exams. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have 81% of more of their students reaching the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated and NYS Common Core Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Results are based upon the percentage of students who meet the district’s minimum achievement expectation for individual student performance. This expectation is calculated using data from the past three year’s Regents exams.</p> <p>The chart for assigning points on the HEDI scale is uploaded.</p> <p>For students enrolled in Common Core courses the district will be administering as applicable both the NYS Common Core course specific math Regents and the NYS State Standards course specific math Regents as allowed by New York State regulations. The district will use the higher of the two scores for APPR purposes as allowed.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have 81% of more of their students reaching the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive & NYS Common Core English Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For grades 9 and 10 will be calculated based on the % of students enrolled in a teacher's classroom. The achievement score is calculated based on the district established grade-level growth target for student performance on the listed assessments. In addition, students whose baseline score indicates that they are at or above grade level will be required to demonstrate on the final assessment administration that they have maintained an at or above grade level score to meet the target of adequate achievement progress. The NWEA Expected Progress Target Chart and the chart for assigning points on the HEDI scale are uploaded.</p> <p>For students enrolled in Common Core courses the district will administer both the NYS Comprehensive and NYS Common Core Regents. The district will use the higher of the two scores for APPR purposes. For Grade 11 ELA results are based upon the percentage of students who meet the district's minimum achievement expectation for individual student performance. This expectation is calculated using data from the past three year's Regents exams. The chart for assigning points on the HEDI scale are uploaded.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have 81% or more of their students reaching the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 54% and 80% of their students reaching the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers reaching this designation will have between 30% and 53% of their students reaching the target.

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

Teachers reaching this designation will have between 0% and 29% of their students reaching the target.

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
Co-Taught K-2	4) State-approved 3rd party	Measures of Academic Progress (Primary Grades)
Co-Taught Grade 3	4) State-approved 3rd party	Measures of Academic Progress (Math)
Co-Taught Grades 4-6	4) State-approved 3rd party	Measures of Academic Progress (Math)
Reading K-2	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades)
Reading 3	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Reading 4-6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Art K-6	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
PE K-6	5) District/regional/BOCES-developed	ECSD locally developed K - 6 PE post-test
Music K-6	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Self-Contained Special Education K-2	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades Math)
Self-Contained Special Education 4-6	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Technology 7-8	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Family and Consumer Science 7-8	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Art 7-8	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Music 7-8	4) State-approved 3rd party	Measures of Academic Progress (ELA)
PE 7-8	5) District/regional/BOCES-developed	ECSD locally developed 7 - 8 PE post-test
Health 7-8	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Spanish 8	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Special Education Co-Teachers 7-8	4) State-approved 3rd party	Measures of Academic Progress (ELA and Math)
Reading 7-8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The locally selected measure will be calculated based on either the % of students enrolled in a teacher's classroom or the school-wide achievement score for all students as indicated in the option selected above. The achievement score is calculated based on the district established grade-level growth target for student performance on the listed assessments. In addition, students whose baseline score indicates that they are at or above grade level will be required to demonstrate on the final assessment administration that they have maintained an at or above grade level score to meet the target of adequate achievement progress. The NWEA Expected Progress Target Chart and the chart for assigning points on the HEDI scale are uploaded.</p> <p>Physical Education teachers grades K - 12 and all other math/science courses not ending in a Regents exam will use a locally developed post-test with an achievement goal that is set by the district using various forms of baseline data. Teacher points will be awarded using the HEDI chart that is uploaded. A student achievement goal will be written in accordance with the HEDI chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers reaching this designation will have 81% or more of students reaching the target.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers reaching this designation will have between 54% and 80% of students reaching the target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers reaching this designation will have between 30% and 53% of students reaching the target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers reaching this designation will have between 0% and 29% of students reaching the target.</p>

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

assets/survey-uploads/12149/682638-Rp00l6pk1T/Review Room 3.12 Chart 02.07.14.doc

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/682638-y92vNseFa4/Review Room Chart for 3.3 updated 02.07.14_1.doc

3.14) Locally Developed Controls

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

No Local Controls.

3.15) Teachers with More Than One Locally Selected Measure

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

If educators have more than one locally selected measure, the measures will each earn a score from 0-15 or 0-20 points, which will be combined by weighting the measures proportionately based on the number of students in each measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

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Updated Friday, January 17, 2014

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

District administrators conducting observations will complete an excel spreadsheet for the calculation of a raw score based on the observations (announced and unannounced). If a component is observed more than once across multiple observations the district will use the higher of the two scores in the HEDI calculation. The raw score garnered from the spreadsheet will then be converted using a district approved conversion chart. The number earned from the conversion chart will be used in the calculation of each teacher's composite score.

Computation/Formula to determine points for each rubric within a domain:

Rubrics = 4 Levels: HEDI

Highly Effective = 59-60 points

Effective = 58-57 points

Developing = 50-56 points

Ineffective = 0-49 points

Total possible points per domain:

Domain 1: Planning and Preparation: 19.5 points

Domain 2: Classroom Environment: 7.5 points

Domain 3: Instruction: 27.5 points

Domain 4: Professional Responsibilities 5.5 points

Totalling 60 points

The scores for each domain, as stated above, when entered into the excel spreadsheet will produce a raw score which will then be converted, using the chart found in the APPR plan, to convert that raw score into a numerical value between 0 and 60. Both the excel spreadsheet and conversion chart are attached.

All scores from 0-60 will be rounded according to the normal rounding rules. However, rounding will not result in a teacher moving from one band to the next. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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

[assets/survey-uploads/5091/202895-eka9yMJ855/Copy of ECSD Danielson Points Process.Final Version.xls](#)

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 in this category consistently exceed the district's expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet the district's expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category are inconsistently meeting the district's expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below the district's expectations.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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 Tuesday, April 30, 2013

Updated Tuesday, December 03, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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Updated Monday, January 27, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/202900-Df0w3Xx5v6/Review Room.Teacher Improvement Plan.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Subject to Appeal Procedure

Any non-tenured or tenured unit member receiving an over-all composite APPR rating of 'developing' or 'ineffective' may appeal that APPR in accordance with Education Law 3012.

Ratings of 'Highly Effective' and 'Effective' are not appealable.

In accordance with Education Law 3012-c, an APPR which is subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law 3020 - a proceeding, or any locally negotiated discipline procedure, until the appeal process is concluded grounds for an appeal.

An appeal may be filed challenging the APPR based upon one or more of the following grounds;

(a) The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law 3012-c and applicable rules and regulations.

(b) The district's failure to comply with either applicable regulations of the Commissioner of Education, or locally negotiate procedures;

(c) The district's failure to issue and or/implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law 3012-c. The appeal of the TIP must be filed between the 30th and 35th week of the school year.

Multiple Appeals

A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the appeal shall be deemed null and void.

Appeals Process

This appeal process shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review or improvement plan. The teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review or improvement plan, except as otherwise authorized by law.

In order to be timely, the APPR appeal process begins when the educator files, in writing, a request for an informal conference, with the evaluator or record(s). This request must be filed, in writing, within fifteen (15) school days after the teacher has received the final composite rating. A teacher may appeal any of the grounds enumerated in Education Law 3012-C.

Step 1: Informal Conference with the current Lead Evaluator will take place within 5 days of the request for the Appeal.

The bargaining unit member shall upon request be entitled to a member of the Elmira Teacher's Association representative being present. The conference shall be an informal meeting wherein the Lead Evaluator or Observer and the employee are able to discuss the evaluation and the areas of dispute.

Within 5 days of the Informal Conference, the bargaining unit member will provide to the Lead Evaluator or Observer a detailed written description of the specific areas of disagreement over his or her performance review, any additional documents or materials relevant to the appeal and the performance review and/or improvement plan being challenged which should be considered in the deliberation of the Teacher Effectiveness Rating. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

After the Informal Conference the Lead Evaluator or Observer has five (5) school days to review the newly submitted written materials and adjust the Summative Assessment.

If the bargaining unit member is unsatisfied with the Step 1 written appeal, he/she may file a Step 2 appeal. Such appeal must be filed within five (5) school days after receipt of the Step 1 response.

The APPR Hearing Committee make up shall be:

a) One administrative representative (current or recently retired administrator) certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrator appointed shall not be the Lead Evaluator or Observer of the evaluation.

b) One teacher representative (current or recently retired teacher) that has been trained in the agreed upon Rubric and APPR process appointed by the Elmira Teacher's Association President or his/her designee.

Within ten (10) school days after receiving the Step 2 appeal, the hearing committee shall hold a hearing on the appeal. Either side may make oral arguments and or present evidence to support or reject the appeal. Formal rules of evidence shall not apply. The hearing will take place during one school day.

Within ten (10) school days after the completion of the hearing, the APPR committee shall reach its finding. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy. If consensus is not reached within ten (10) days the committee shall write up the opposing viewpoints with the five (5) days and submit the opposing viewpoints to the supervising administrator, the employee, the Elmira Teacher's Association President and the Superintendent. Material not submitted at the time the response is filed in Step 1 shall not be considered in the deliberations related to the resolution of the appeal.

Within ten (10) school days after the completion of the hearing, the APPR hearing committee shall reach its finding. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy.

If consensus is not reached, within ten days, the Committee shall write up the opposing viewpoints within 5 days, and submit the opposing viewpoints to the Lead Evaluator or Observer, the employee, the Elmira Teacher's Association President, and the Superintendent. Material not submitted at the time the response is filed in Step 1 shall not be considered in the deliberations related to the resolution of the appeal.

If the response at Step 2 is not acceptable to the teacher or if the Step 2 APPR Hearing Committee is unable to reach consensus, the teacher shall have the right to move on to a Step 3 hearing. This request must be filed by submitting a written request to the superintendent and Elmira Teacher's Association President expressing the desire to move to Step 3 within five days of the receipt of the Step 2 decision.

Step 3: Appeal to the Superintendent

Within five (5) school days of the receipt of the APPR Hearing Committee Step 2 response, if a teacher is not satisfied with such response, the teacher must submit a written appeal to the Superintendent.

Within five (5) school days of the receipt of the written Step 2 responses, the Superintendent will review the full record of the appeal. Material not submitted at the time the response is filed in Step 1 shall not be considered in the deliberations related to the resolution of the appeal.

Within ten (10) school days of the receipt of the Step 3 appeal, the Superintendent shall issue a written determination to the teacher, the Elmira Teacher's Association President and the Lead Evaluator or Observer. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy.

The Superintendent's decision is final and binding.

Records

The entire appeal record will be sealed and placed in the bargaining unit member's APPR file. A carbon copy of the final APPR outcome will be provided to the bargaining unit member and the administrator of record.

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

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

Any trained district administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and certified as required by Education Law 3012-c and the implementing Regulations of the Commission of Education prior to conducting a teacher evaluation in accordance with the Commissioner's Regulations.

Each trained district administrator must continue to attend ongoing training on inter-rater reliability, including an annual re-certification training. A copy of the certification and log of refresher training will be maintained on file in the district office. Lead evaluators and evaluators will be recertified on an annual basis.

Any evaluation or APPR rating that is determined in whole or in part by an trained district administrator who is not fully trained and certified to conduct such evaluations in accordance with the regulations of the commissioner shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as

evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation of APPR rating for this reason shall also preclude its use in any and all other employment decisions.

All professional staff subject to the district's APPR will be provided with an orientation and/or training of the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Common Core Learning Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted no later than 15 calendar days of the beginning of each subsequent school year for newly hired staff. Staff hired after the beginning of the school year must be trained within 15 days of their hire date.

Training will be ongoing throughout each school year for a duration as determined by GST BOCES and the district Superintendent.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Friday, January 17, 2014

Page 1

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

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

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

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

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

3-6
7-8
9-12
(No response)
(No response)
(No response)
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PK-2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Students will be given a pre-test at the beginning of the year to establish a baseline. The principal will set individual growth targets for each student that are approved by the Superintendent or his or her designee. HEDI points will be awarded based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	see attached
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attached
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attached
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	see attached

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

assets/survey-uploads/12156/682642-lha0DogRNw/Review Room Section 7.3 ECSD PK-2 Principal SLO Table_2 1.17.14.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-6	(d) measures used by district for teacher evaluation	4th Grade NYS Science Assessment
7-8	(d) measures used by district for teacher evaluation	8th Grade NYS Science Assessment
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive & NYS Common Core English Regents

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

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

(No response)

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

assets/survey-uploads/12190/682643-qBFVOWF7fC/Section 8 1 ECSD 3-6 7-8 and 9-12 Principals Local Assessment Table 2014 2.24.14.docx

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Please see task 8.2 upload.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached

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

(No response)

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

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8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

The Principals with more than one measure will have their HEDI scores combined based on the number of students within each measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 07, 2014

Page 1

9.1) Principal Practice Rubric

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

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

McRel Principal Evaluation System

(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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

see attached

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

assets/survey-uploads/12205/682644-pMADJ4gk6R/Review Room Section 9.7 ECSD McRel Rubric Raw Score to HEDI Conversion 02.07.14.docx

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

Highly Effective: Overall performance and results exceed standards.	The principal's performance exceeds the City School District of Elmira's goals and objectives for an effective educational leader.
Effective: Overall performance and results meet standards.	The principal's performance meets the City School District of Elmira's goals and objectives for an effective educational leader.
Developing: Overall performance and results need improvement in order to meet standards.	The principal's performance falls short of the City School District of Elmira's goals and objectives for an effective educational leader and areas for improvement are noted.
Ineffective: Overall performance and results do not meet standards.	The principal's performance falls far short of the City School District of Elmira's goals and objectives for an effective educational leader and

many areas for improvement were observed and must be corrected..

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	1
By trained administrator	2
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	1
By trained administrator	2
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, December 03, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, December 03, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/214001-Df0w3Xx5v6/Section 11.2 ECSD Principal Improvement Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principal's Appeals process

• Levels of Appeal

- There shall be three levels of Appeal.

Level One Appeal shall be a formal meeting with the Superintendent.

Level Two Appeal shall be with an Appeals Panel.

Level Three Appeal shall be with the BOCES Superintendent.

- A principal may not skip any Level of the Appeal Process. All levels of Appeal must be performed in sequence.

• Reasons for Appeal –

Issuance of an APPR Ineffective or Developing Rating,

Issuance of a Principal Improvement Plan and/or

Implementation of a Principal Improvement Plan can trigger the appeal process as delineated below:

o A principal who receives an ineffective or developing rating on their annual composite shall be entitled to appeal such rating. The appeal shall be filed within ten (10) work days of hand delivery of the final performance review upon the principal.

o A principal who receives a principal improvement plan ("PIP") and disputes its issuance shall be entitled to appeal. An appeal of the issuance of the PIP shall be filed within ten (10) work days of hand delivery of the PIP.

o A principal who is issued a PIP and subsequently disputes its implementation shall be entitled to appeal. An appeal of the implementation of a PIP shall be filed within ten (10) work days of the hand delivery of the subsequent year performance review upon the principal.

o Filing is defined as the actual receipt at the superintendent's office the necessary documentation for the level of appeal being filed along with all associated supporting documentation permitted in this agreement and by NYS law or NYSED regulation.

• Level One Appeal

o Level One Appeal shall be a formal meeting with the Superintendent and must be submitted within the time frame listed above.

o All information pertinent to the appeal must be in writing and all related documents must be presented within the timeframe for the appeal.

o The appeal shall include a written description of the specific areas of disagreement over the principal's performance review as prescribed in Section 3012-c of the Education Law, or where applicable the issuance and /or implementation of the terms of his/her improvement plan in accordance with the requirements set forth in Section 3012-c of the Education Law.

o The principal shall include in his/her appeal the disputed performance review or improvement plan. In addition, the principal may submit other documents or materials in support of his/her appeal. The principal may also request information from the school district that is relevant to his/her appeal, and that information shall be disclosed within ten (10) work days. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the principal in the deliberations related to resolution of the appeal.

o Within ten (10) work days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the points(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

o The Superintendent shall review and render a decision on the principal's appeal within ten (10) work days from the receipt of the district response to the appeal.

o If the appeal is resolved the appeal is closed. If the principal is dissatisfied with the decision at Level One, the principal must within five (5) work days request the Level Two Appeal.

• Level Two Appeal

- Level Two Appeal shall be a formal meeting with an Appeal.

o Appeal Panel – the appeal panel shall be comprised of two (2) individuals, one chosen by ESSAC, and one chosen by the Superintendent. The principal requesting the appeal and the lead evaluator responsible for the principal's APPR evaluation are ineligible to sit on the Appeal Panel. The members of the Appeal Panel must be trained in APPR method and in the McRel Rubric.

o The parties have two (2) work days in which to select their respective panel members.

o The appeal shall include the documentation from the Level One appeal.

o The Appeal Panel may request additional information in writing or may at its discretion request to question anyone deemed relevant to their deliberations. The panel has five (5) work days to request additional information or question anyone.

o All information must be delivered within five (5) work days. Any information not received within the specified time will not become part of the appeal panel's considerations.

o The panel's total fact finding cannot exceed ten (10) work days.

o The panel shall complete all necessary tasks necessary to render an appeal decision including meeting, requesting additional information, reviewing the appeal and rendering a decision on the principal's appeal within twenty (20) work days.

o If the appeal is resolved the appeal is closed. If the principal is dissatisfied with the decision at Level Two, the principal must within five (5) work days request the Level Three Appeal.

• Level Three Appeal

o Level Three Appeal shall be a formal review with BOCES District Superintendent.

o The Principal's APPR Appeal File and all related documentation from all the previous appeal level appeals shall be presented to the BOCES District Superintendent within five (5) work days.

- o The BOCES District Superintendent has five (5) work days to request additional information in writing or may at his/her discretion request to question anyone relevant to his/her deliberations.
- o The BOCES Superintendent shall review and render a decision on the principal's appeal within fifteen (15) work days from the receipt of the appeal.
- o Whatever the final decision of the BOCES District Superintendent, the appeal is closed.

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

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

The Superintendent will ensure that all evaluators of principals participate in annual training and are certified and recertified on an annual basis before any observation of principals is performed. Any individual who fails to achieve required training and certification or re-certification, as applicable, shall not conduct or complete evaluations.

The Superintendent will insure that all evaluators of principals will receive ongoing training throughout the year for the purpose of inter-rater reliability. The Superintendent will ensure the training is provided either by McRel or by utilizing the BOCES Network Team.

The training will cover:

ISLLC 2008 Leadership Standards.

Evidence-based observation techniques.

Application and use of the student growth and value-added growth model.

Application and use of State-approved principal rubrics to use.

Application and use of any assessment tools to be used in principal evaluation, (e.g. portfolios, surveys, goals).

Application and use of any State-approved locally developed measures of student achievement.

Use of the Statewide Instructional Reporting System.

The scoring methodology used by the district.

Specific considerations in evaluating teachers and principals of English language learners.

The Superintendent as the Lead Evaluator will guarantee certification and recertification annually of all evaluators of principals.

Any administrator who evaluates building principals shall be required to participate in 12 hours of training annually.

The Superintendent as Lead Evaluator will insure inter-rater reliability by having all evaluators of principals participate in training for the purpose of reviewing sample and actual observations to insure that observation results are consistent among evaluators. The inter-rater reliability training will be continual throughout the year and a minimum of 6 hours annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/682647-3Uqgn5g9Iu/APPR District Certification form 2.26.14.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Form 2.10) 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
English 12	District/regional/BOCES–developed	ECSD Developed English IV Assessment
Participation in Government	District/regional/BOCES–developed	ECSD Developed Regular Economics/PIG Assessment
Economics	District/regional/BOCES–developed	ECSD Developed ACE Economics Assessment
Math Courses not culminating in Regents Exam	District/regional/BOCES–developed	ECSD Developed Topics in Geometry Assessment ECSD Developed Math 12 Assessment ECSD Developed Algebra A1 Assessment ECSD Developed Pre-Calculus Assessment ECSD Developed ACE Calculus 1 Assessment ECSD Developed ACE Calculus 2 Assessment ECSD Developed ACE Statistics Assessment

Science Courses not culminating in Regents Exam	District/regional/BOCES–developed	ECSD Developed Forensics Assessment ECSD Developed Wildlife Biology Assessment ECSD Developed ACE Biology Assessment
9-12 Health Teachers	District/regional/BOCES–developed	ECSD Developed High School Health Assessment
9-12 Art Teachers	District/regional/BOCES–developed	GST BOCES Developed High School Art (Studio & Electives) Assessment
9-12 Music Teachers	District/regional/BOCES–developed	GST BOCES Developed Advanced Instrumental 9-12 Assessment GST BOCES Developed Intermediate Choir 7-10 Assessment GST BOCES Developed Advanced Choir 9-12 Assessment
9-12 LOTE Teachers	District/regional/BOCES–developed	ECSD Developed Spanish II Assessment ECSD Developed Spanish III Assessment ECSD Developed Spanish Conversation

		and Culture High School Assessment
9-12 PE Teachers	District/regional/BOCES–developed	ECSD Developed Secondary Physical Education Assessment
9-12 Self-Contained Special Education	District/regional/BOCES–developed	ECSD developed course specific special education assessments
9-12 Special Education Co-Teachers	District/regional/BOCES–developed or State Assessment	NYS Grade specific ELA & and or math assessment and or ECSD developed course specific special education assessment
9-12 CTE	District/regional/BOCES–developed	<p>ECSD developed Career and Financial Management Assessment</p> <p>ECSD Developed Math and Financial Applications Assessment</p> <p>ECSD Developed Business Law Assessment</p> <p>ECSD Developed Design and Drawing for Production Assessment</p> <p>ECSD Developed Introduction to Engineering Design Assessment</p> <p>ECSD Developed Food and Nutrition</p>

		Assessment ECSD Developed Child Development Assessment
ESL Courses	State Assessment	NYSESLAT

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Tool 3 - Elmira City School District SLO and Goal Determinations

Elmira City School District's Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1 st Quartile	End 2: 2 nd Quartile	End 3: 3 rd Quartile	End 4: 4 th Quartile
Start 1: 1 st Quartile	NO	YES	YES	YES
Start 2: 2 nd Quartile	NO	NO	YES	YES
Start 3: 3 rd Quartile	NO	NO	YES	YES
Start 4: 4 th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). The starting and ending points will be listed on the SLO templates when using this growth format. After calculating the percentage of students meeting the goal will be determined and we will assign points per the charts below.

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
Percentage of students whose progress meets targeted expectations.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51% = 7 pts 52-53% = 8 pts	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts	81%+ of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100% = 20 pts

For the NWEA chart the reading and math columns represent the typical growth for students in that particular grade level from baseline to summative assessment. HEDI points will be awarded by the percentage of students who will meet their individual growth target.

Tool 4: NWEA MAP Growth and Grade Level Targets

NWEA Growth Points at Grade Level	Reading	Math
K	8	8
1	8	8
2	7	7
3	5	6
4	4	4
5	3	4
6	2	3
7	2	2
8	2	2
9	1	NA
10	Stay the same	NA
11	Stay the same	NA
12	Stay the same	NA
NWEA Norms by Grade Level	Reading National End of Year Mean	Math National End of Year Mean
K	158	159
1	177	179
2	190	191
3	200	203
4	207	213
5	212	221
6	216	226
7	220	231
8	222	235
9	223	NA
10	224	NA
11	224	NA
12	224	NA

Elmira City School District
APPR Plan
HEDI Tables or Graphics

The zero to 20 point chart will be used in absence of the value added model.

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
Percentage of students whose progress meets targeted expectations.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts	81%+ of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts

The zero to 15 point chart will be used when the value added model is implemented.

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points	Effective 8-13 Points	Highly Effective 14-15 Points
Percentage of students whose progress meets targeted expectations.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts	30-53% of students meet target 30-33% = 3 pts 34-38% = 4 pts 39-43% = 5 pts 44-48% = 6 pts 49-53%= 7 pts	54-80% of students meet target 54-58 % = 8 pts 59-62% = 9 pts 63-66% = 10 pts 67-71% = 11 pts 72-76% = 12 pts 77-80% = 13 pts	81%+ of students meet target 81-89% = 14 pts 90-100% = 15 pts

For the NWEA chart the reading and math columns represent the typical growth for students in that particular grade level from baseline to summative assessment. HEDI points will be awarded by the percentage of students who will meet the grade level growth target.

Tool 4: NWEA MAP Growth and Grade Level Targets

NWEA Growth Points at Grade Level	Reading	Math
K	8	8
1	8	8
2	7	7
3	5	6
4	4	4
5	3	4
6	2	3
7	2	2
8	2	2
9	1	NA
10	Stay the same	NA
11	Stay the same	NA
12	Stay the same	NA
NWEA Norms by Grade Level	Reading National End of Year Mean	Math National End of Year Mean
K	158	159
1	177	179
2	190	191
3	200	203
4	207	213
5	212	221
6	216	226
7	220	231
8	222	235
9	223	NA
10	224	NA
11	224	NA
12	224	NA

Form 3.12) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
7 - 8 Self-Contained Special Education Teachers	<input type="radio"/> School-wide measure computed locally	Measures of Academic Progress (ELA and Math)
3 Self-Contained Special Education Teachers	School-wide measure computed locally	Measures of Academic Progress (Math)
Other English courses not culminating in a regents exam Other Social Studies courses not culminating in a regents exam 9-12 Health Teachers 9-12 Art Teachers 9-12 Music Teachers 9-12 LOTE Teachers 9-12 CTE	<input type="radio"/> State-approved 3rd party assessment	Measures of Academic Progress (ELA)

teachers		
9-12 Physical Education Teachers	District, Regional or BOCES-developed	ECSD locally developed 9 – 12 PE post tests
Math Courses not Culminating in a Regents Exam Science Courses not Culminating in Regents Exam	○ District, Regional or BOCES-developed	ECSD developed Course specific assessments
ESL Courses	○ State Assessment	NYSESLAT

Elmira City School District
 APPR Plan
 HEDI Tables or Graphics

The zero to 20 point chart will be used in absence of the value added model.

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
Percentage of students whose progress meets targeted expectations.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts	81%+ of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts

The zero to 15 point chart will be used when the value added model is implemented.

Rating Points	Ineffective 0-2 Points	Developing 3-7 Points	Effective 8-13 Points	Highly Effective 14-15 Points
Percentage of students whose progress meets targeted expectations.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts	30-53% of students meet target 30-33% = 3 pts 34-38% = 4 pts 39-43% = 5 pts 44-48% = 6 pts 49-53%= 7 pts	54-80% of students meet target 54-58 % = 8 pts 59-62% = 9 pts 63-66% = 10 pts 67-71% = 11 pts 72-76% = 12 pts 77-80% = 13 pts	81%+ of students meet target 81-89% = 14 pts 90-100% = 15 pts

For the NWEA chart the reading and math columns represent the typical growth for students in that particular grade level from baseline to summative assessment. HEDI points will be awarded by the percentage of students who will meet the grade level growth target.

Tool 4: NWEA MAP Growth and Grade Level Targets

NWEA Growth Points at Grade Level	Reading	Math
K	8	8
1	8	8
2	7	7
3	5	6
4	4	4
5	3	4
6	2	3
7	2	2
8	2	2
9	1	NA
10	Stay the same	NA
11	Stay the same	NA
12	Stay the same	NA
NWEA Norms by Grade Level	Reading National End of Year Mean	Math National End of Year Mean
K	158	159
1	177	179
2	190	191
3	200	203
4	207	213
5	212	221
6	216	226
7	220	231
8	222	235
9	223	NA
10	224	NA
11	224	NA
12	224	NA

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

	Step 1	Step 2	Step 3	Step 4	Step 5
	Determine Relative Value of Each Domain	Determine Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I)	Weigh Subdomain Scores	Total Domain Score
Domain 1: Planning and Preparation	32.50000%				
A. Knowledge of Content and Pedagogy	5	26.00%		0	
B. Knowledge of Students	2	10.00%		0	
C. Setting Instructional Outcomes	3	15.30%		0	
D. Knowledge of Resources	1	5.00%		0	
E. Designing Coherent Instruction	6	31.00%		0	
F. Designing Student Assessments	2.5	12.70%		0	
		100.00%			0
Domain 2: Classroom Environment	12.5000%				
A. Respect and Rapport	0.5	12.50%		0	
B. Culture for Learning	1	12.50%		0	
C. Managing Classroom Procedures	2	25.00%		0	
D. Managing Student Behavior	2	25.00%		0	
E. Organizing Physical Spaces	2	25.00%		0	
		100.00%			0
Domain 3: Instruction	45.8400%				
A. Communicating with Students	8	28.00%		0	
B. Questioning/Prompts and Discussion	4	15.00%		0	
C. Engaging Students in Learning	8	28.00%		0	
D. Using Assessment in Instruction	4	15.00%		0	
E. Using Flexibility and Responsiveness	3.5	14.00%		0	
		100.00%			0
Domain 4: Teaching	9.1600%				
A. Reflecting on Teaching	1.5	27.30%		0	
B. Maintaining Accurate Records	1.5	27.29%		0	
C. Communicating with Families	1	18.17%		0	
D. Participating in a Professional Community	0.5	9.08%		0	
E. Growing and Developing Professionally	0.5	9.08%		0	
F. Showing Professionalism	0.5	9.08%		0	

Appendix N

Teacher Improvement Plan

(To be completed jointly by teacher and administration)

Name: _____

School: _____

School Year: _____

Assignment: _____

Plan implementation year: _____

Grade/Subject: _____

Date of related APPR: _____

Date of TIP Conference: _____

Danielson Domain/Subcategory in need of improvement	1.
	2.
Improvement Goal/Outcome	1.
	2.
Method of Assessing Improvement	1.
	2.
Timeline for Achieving Improvement	1.
	2.

Evidence aligned with Domain/Subcategory	1.
	2.

Teacher Comments:

Administrator Comments:

Teacher Signature: _____

Date: _____

Administrator's Name: _____

Title: _____

Administrator Signature: _____

Date: _____

Section 7.3 - K-2 Principal Growth Measurement SLO

Objective – Principal SLO Grades K-2 Math

Population - K-2 Principals will create their individual SLO and determine the population of students insuring that at least thirty percent (30%) of the student population is included.

Learning Content – All course standards for each grade will be included in the SLO.

Interval of Instructional time – September to June each year.

Evidence –

Pre-assessment - The State approved 3rd party assessment - Measure of Academic Progress (NWEA) pre-assessment administered at or near the beginning of the course will serve as the pre-assessment.

Summative assessment – The State approved 3rd party assessment - Measure of Academic Progress (NWEA) pre-assessment administered at the end of each course will serve as the summative assessment.

No one with a vested interest in the results shall score the summative assessment.

Legally required accommodations as delineated in student IEPs and 504 plans will be followed.

Baseline – NWEA

Targets – Growth targets based on baseline categories will be set by the principal and approved by the superintendent or his/her designee.

HEDI Scoring – As detailed in the table below:

Highly Effective = 81% of students or more will meet or exceed their target goal on the summative assessment.

Effective = 65-80% of students or more will meet or exceed their target goal on the summative assessment.

Effective = 55-64% of students or more will meet or exceed their target goal on the summative assessment.

Effective = 54% of students or fewer will meet or exceed their target goal on the summative assessment.

SLO Table for Awarding State Growth Scores HEDI

HEDI Rating	Success Percentage	HEDI Point Score
Highly Effective	93-100%	20
	87-92%	19
	81-86%	18
Effective	79-80%	17
	77-78%	16
	75-76%	15
	73-74%	14
	71-72%	13
	69-70%	12
	67-68%	11
	66%	10
	65%	9
Developing	63-64%	8
	61-62%	7
	59-60%	6
	57-58%	5
	56%	4
	55%	3
Ineffective	37-54%	2
	19-36%	1
	0-18%	0

Section 8.1 Locally Selected Measures of Student Achievement Grades 3-6, 7-8, and 9-12 Principals.

Grade 3-6 Principal Local Assessment Value-Added Model

- The 3-6 elementary principal’s local assessment measure will be an achievement value that eighty-four percent (84%) of 4th grade students will earn proficient, Level 3 or higher, on the 4th Grade NYS Science Assessment. The breakdown of points awarded for reaching the agreed achievement will be as follows:
- The percentage goal selected will be considered the highly effective rating equivalent and the principal will receive thirteen (13) points on a value-added model. For every half (.5) percentage point above the achievement goal one point will be added to the score, for every two (2) percentage points below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown. Rounding according to normal rounding rules to nearest value on the chart.

Achievement Goal - 80% of 4th grade students will earn proficient, Level 3 or higher, on 4th Grade NYS Science Assessment		
Value-Added Model		
HEDI Rating	Achievement %	Points
Highly Effective	85%-100%	15
Highly Effective	84.5%	14
Effective	84.0%	13
Effective	82%-83%	12
Effective	80%-81%	11
Effective	78%-79%	10
Effective	76%-77%	9
Effective	74%-75%	8
Developing	72%-73%	7
Developing	70%-71%	6
Developing	68%-69%	5
Developing	66%-67%	4
Developing	64%-65%	3
Ineffective	62%-63%	2
Ineffective	60%-61%	1
Ineffective	0%-59%	0

Grade 7-8 Principal Local Assessment Value-Added Model

- The 7-8 elementary principal’s local assessment measure will be an achievement value that eighty-four percent (84%) of 8th grade students will earn proficient, Level 3 or higher, on the 8th Grade NYS Science Assessment. The breakdown of points awarded for reaching the agreed achievement will be as follows:
- The percentage goal selected will be considered the highly effective rating equivalent and the principal will receive thirteen (13) points on a value-added model. For every half (.5) percentage point above the achievement goal one point will be added to the score, for every two (2) percentage points below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown. Rounding according to normal rounding rules to nearest value on the chart.

Achievement Goal - 84% of 8th grade students will earn proficient, Level 3 or higher, on 8th Grade NYS Science Assessment		
Value-Added Model		
HEDI Rating	Achievement %	Points
Highly Effective	85%-100%	15
Highly Effective	84.5%	14
Effective	84.0%	13
Effective	82%-83%	12
Effective	80%-81%	11
Effective	78%-79%	10
Effective	76%-77%	9
Effective	74%-75%	8
Developing	72%-73%	7
Developing	70%-71%	6
Developing	68%-69%	5
Developing	66%-67%	4
Developing	64%-65%	3
Ineffective	62%-63%	2
Ineffective	60%-61%	1
Ineffective	0%-59%	0

Grade 9-12 Principal Local Assessment Value-Added Model

- The 9-12 elementary principal’s local assessment measure will be an achievement value that eighty percent (80%) of 11th grade students will earn proficient, sixty-five (65) or higher, on the NYS Comprehensive English Regents or the NYS Common Core English Regents. Students in CCLS will be administered both Regents examinations and the higher of the two scores will be used for evaluation purposes. The breakdown of points awarded for reaching the agreed achievement will be as follows:
- The percentage goal selected will be considered the highly effective rating equivalent and the principal will receive thirteen (13) points on a value-added model. For every half (.5) percentage point above the achievement goal one point will be added to the score, for every two (2) percentage points below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown. Rounding according to normal rounding rules to nearest value on the chart.

Achievement Goal - 80% of 11th grade students will earn proficient, sixty-five (65) or higher.		
Value-Added Model		
HEDI Rating	Achievement %	Points
Highly Effective	81%-100%	15
Highly Effective	80.5%	14
Effective	80%	13
Effective	78%-79%	12
Effective	76%-77%	11
Effective	74%-75%	10
Effective	72%-73%	9
Effective	70%-71%	8
Developing	68%-69%	7
Developing	66%-67%	6
Developing	64%-65%	5
Developing	62%-63%	4
Developing	60%-61%	3
Ineffective	58%-59%	2
Ineffective	56%-57%	1
Ineffective	0%-55%	0

Section 8.1 Locally Selected Measures of Student Achievement Grades 3-6, 7-8, and 9-12 Principals.

Grade 3-6 Principal Local Assessment Non-Value-Added Model

- The 3-6 elementary principal’s local assessment measure will be an achievement value that eighty-four percent (84%) of 4th grade students will earn proficient, Level 3 or higher, on the 4th Grade NYS Science Assessment. The breakdown of points awarded for reaching the agreed achievement will be as follows:
- The percentage goal selected will be considered the highly effective rating equivalent and the principal will receive seventeen (17) points on a non-value-added model. For every half (.5) percentage point above the achievement goal one point will be added to the score, for every two (2) percentage points below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown. Rounding according to normal rounding rules to nearest value on the chart.

Achievement Goal - 80% of 4th grade students will earn proficient, Level 3 or higher, on 4th Grade NYS Science Assessment		
Non-Value-Added Model		
HEDI Rating	Achievement %	Points
Highly Effective	85.5%-100%	20
Highly Effective	85.0%	19
Highly Effective	84.5%	18
Effective	84.0%	17
Effective	82%-83%	16
Effective	80%-81%	15
Effective	78%-79%	14
Effective	76%-77%	13
Effective	74%-75%	12
Effective	72%-73%	11
Effective	70%-71%	10
Effective	68%-69%	9
Developing	66%-67%	8
Developing	64%-65%	7
Developing	62%-63%	6
Developing	60%-61%	5
Developing	58%-59%	4
Developing	56%-57%	3
Ineffective	54%-55%	2
Ineffective	52%-53%	1
Ineffective	0%-51%	0

Grade 7-8 Principal Local Assessment Non-Value-Added Model

- The 7-8 elementary principal's local assessment measure will be an achievement value that eighty-four percent (84%) of 8th grade students will earn proficient, Level 3 or higher, on the 8th Grade NYS Science Assessment. The breakdown of points awarded for reaching the agreed achievement will be as follows:
- The percentage goal selected will be considered the highly effective rating equivalent and the principal will receive seventeen (17) points on a non-value-added model. For every half (.5) percentage point above the achievement goal one point will be added to the score, for every two (2) percentage points below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown. Rounding according to normal rounding rules to nearest value on the chart.

Achievement Goal - 84% of 8th grade students will earn proficient, Level 3 or higher, on 8th Grade NYS Science Assessment		
Non-Value-Added Model		
HEDI Rating	Achievement %	Points
Highly Effective	85.5%-100%	20
Highly Effective	85.0%	19
Highly Effective	84.5%	18
Effective	84.0%	17
Effective	82%-83%	16
Effective	80%-81%	15
Effective	78%-79%	14
Effective	76%-77%	13
Effective	74%-75%	12
Effective	72%-73%	11
Effective	70%-71%	10
Effective	68%-69%	9
Developing	66%-67%	8
Developing	64%-65%	7
Developing	62%-63%	6
Developing	60%-61%	5
Developing	58%-59%	4
Developing	56%-57%	3
Ineffective	54%-55%	2
Ineffective	52%-53%	1
Ineffective	0%-51%	0

Grade 9-12 Principal Local Assessment Value-Added Model

- The 9-12 elementary principal’s local assessment measure will be an achievement value that eighty percent (80%) of 11th grade students will earn proficient, sixty-five (65) or higher, on the NYS Comprehensive English Regents or the NYS Common Core English Regents. Students in CCLS will be administered both Regents examinations and the higher of the two scores will be used for evaluation purposes. The breakdown of points awarded for reaching the agreed achievement will be as follows:
- The percentage goal selected will be considered the highly effective rating equivalent and the principal will receive seventeen (17) points on a non-value-added model. For every half (.5) percentage point above the achievement goal one point will be added to the score, for every two (2) percentage points below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown. Rounding according to normal rounding rules to nearest value on the chart.

Achievement Goal - 80% of 11th grade students will earn proficient, sixty-five (65) or higher. Non-Value-Added Model		
HEDI Rating	Achievement %	Points
Highly Effective	81.5%-100%	20
Highly Effective	81.0%	19
Highly Effective	80.5%	18
Effective	80.0%	17
Effective	78%-79%	16
Effective	76%-77%	15
Effective	74%-75%	14
Effective	72%-73%	13
Effective	70%-71%	12
Effective	68%-69%	11
Effective	66%-67%	10
Effective	64%-65%	9
Developing	62%-63%	8
Developing	60%-61%	7
Developing	58%-59%	6
Developing	56%-57%	5
Developing	54%-55%	4
Developing	52%-53%	3
Ineffective	50%-51%	2
Ineffective	48%-49%	1
Ineffective	0%-47%	0

Section 8.2 - PK-2 Principal Local Assessment

- The PK-2 elementary principal’s local assessment measure will be an achievement goal of proficiency based on NWEA identified proficiency score. The breakdown of points awarded for reaching the agreed achievement will be as follows:
- The goal selected will be considered the highly effective rating equivalent and the principal would receive seventeen (17) points. For every one (1) percentage point above the goal one (1) point will be added until the maximum of twenty (20) is reached. For every two points below the targeted goal one point will be deducted from the targeted goal score of seventeen (17) until the value of zero (0) is reached. The table below illustrates the process.

SLO Table for Awarding HEDI Value

HEDI Rating	Success Percentage	HEDI Point Score
Highly Effective	83-100%	20
	82%	19
	81%	18
Effective	80%	17
	78-79%	16
	76-77%	15
	74-75%	14
	72-73%	13
	70-71%	12
	68-69%	11
	66-67%	10
	64-65%	9
	Developing	62-63%
60-61%		7
58-59%		6
56-57%		5
54-55%		4
52-53%		3
Ineffective	50-51%	2
	48-49%	1
	0-47%	0

Section 9.7 ECSD's Lead Evaluator's award of points to the principal and conversion to HEDI score.

Each principal will be observed three (3) times and each observation will have equal weighting.

The practice rubric will be the NYSED approved McRel Rubric. The scoring for the McRel Rubric will be one (1) to five (5) points for each of the achievement areas listed on the Rubric with Not Demonstrated equal to one (1) point, Developing equal to two (2) points, Proficient equal to three (3) points, Accomplished equal to four (4) points and Distinguished equal to five (5) points. The associated number of points for each element will be awarded to the principal based upon the observation of the Lead Evaluator. The maximum points a principal may earn for each element in the rubric is five (5) points.

Using the McRel rubric the Lead Evaluator shall check each box that describes the observation of the principal. The rating score shall be the score associated with the descriptive rating for the attribute observed. If within the element being measured a lower rating box is not checked the evaluator will be expected to issue constructive feedback to the principal explaining the omission and what actions the principal should consider to have to be able to include that attribute within the observation.

For each school visit the points will be summed and then divided by the number of elements. The result would be a number between one (1) and five (5). The result is then converted to the HEDI score using the table below. Each of the observation scores will be averaged to result in a final HEDI score from 0-60.

Section 9.7 ECSD McRel Rubric

Raw Score to HEDI Conversion.

Section 9.7 Rubric Raw Score to HEDI Conversion

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Highly Effective	59-60	4.4-5	60
		3.7-4.3	59
Effective	57-58	3.2-3.6	58
		2.8-3.1	57
Developing	50-56	2.7	56

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
		2.6	55
		2.4-2.5	54
		2.2-2.3	53
		2.0-2.1	52
		1.8-1.9	51
		1.6-1.7	50
Ineffective	0-49	1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
Ineffective (cont'd)		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
		1.30	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
Ineffective (cont'd)		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

The rubric score listed on the conversion chart is the minimum score necessary to achieve the corresponding HEDI point value.

Section 11.2 Principal Improvement Plan Form and related definitions.

NAME _____ **SCHOOL** _____ **SCHOOL YEAR** _____

Rubric Domain: _____ **Rubric Element** _____ **State Assessment** _____ **Local Assessment** _____

Area(s) in Need of Improvement –	Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Timeline for Completion	Resources to be provided by the District	Evidence to Support Achievement of Goal	Was Desired Outcome Achieved (Y/N date)

Date of Meeting	Progress toward Area(s) in Need of Improvement	Principal Signature	Lead Evaluator Signature

duplicate as necessary

Definitions for Principal Improvement Plan Form

Area(s) in Need of Improvement-The Superintendent will only list those areas in need of improvement that were directly responsible for the principal receiving an Ineffective or Developing Rating.

Desired Outcomes-The Superintendent will provide specific success driven outcome/goal statements

Activities to Support the Achievement of the Desired Outcomes-The Superintendent will list the activities that the principal should engage in to meet the desired outcomes.

Timeline for Completion-The Superintendent will meet with the Principal in December, March, and two additional dates to assess the progress of the Principal. If at anytime the Superintendent determines that a goal has been met, it will be noted on the attached chart.

Resources to be provided by the District-The Superintendent will list the resources that will be provided to assist the Principal in achieving the desired outcomes.

Evidence to Support Achievement of Goal-The Superintendent and the Principal will mutually decide what items will be presented in support of goal attainment.

Was Desired Outcome Achieved (Y/N date) - The Superintendent will indicate on the chart when specific outcome has been met.

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

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

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

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

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

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

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

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

Signatures, dates

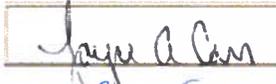
Superintendent Signature: Date:

 2/25/2014

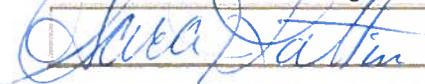
Teachers Union President Signature: Date:

 2/25/14 JC

Administrative Union President Signature: Date:

 2/26/14

Board of Education President Signature: Date:

 2/25/14