



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

Commissioner of Education  
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November 30, 2012

Danielle O'Connor, Superintendent  
Frewsburg Central School District  
26 Institute Street  
Frewsburg, NY 14738

Dear Superintendent O'Connor:

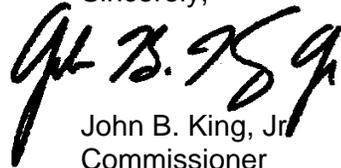
Congratulations. I am pleased to inform you that your multi-year (2012-2015) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information 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: David P. O'Rourke

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Thursday, October 04, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 060301040000

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

*060301040000*

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

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

*FREWSBURG CSD*

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

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

2012-2015

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

Created Friday, May 04, 2012

Updated Monday, November 19, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	A HEDI category will be assigned by determining the number of a teacher's students who demonstrate target
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>levels of growth (from a beginning of year assessment to an end of year assessment) as outlined in his or her SLO document. SLO targets will be developed jointly between the teacher and the principal based on the data from a beginning of the year assessment and the number of student's who meet or exceed their target level.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>20 pts - 95.0%-100% of students meet growth targets  19 pts - 90.0%-94.9% of students meet growth targets  18 pts - 85.0%-89.9% of students meet growth targets</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>17 pts - 83.0%-84.9% of students meet growth targets  16 pts - 82.0%-82.9% of students meet growth targets  15 pts - 80.0%-81.9% of students meet growth targets  14 pts - 78.0%-79.9% of students meet growth targets  13 pts - 77.0%-77.9% of students meet growth targets  12 pts - 75.0%-76.9% of students meet growth targets  11 pts - 73.0%-74.9% of students meet growth targets  10 pts - 72.0%-72.9% of students meet growth targets  9 pts - 70.0%-71.9% of students meet growth targets</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>8 - 67.0%-69.9% of students meet growth targets  7 - 63.0%-66.9% of students meet growth targets  6 - 60.0%-62.9% of students meet growth targets  5 - 57.0%-59.9% of students meet growth targets  4 - 53.0%-56.9% of students meet growth targets  3 - 50.0%-52.9% of students meet growth targets</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>2 - 33.0%-49.9% of students meet growth targets  1 - 18.0%-32.9% of students meet growth targets  0 - 0.0%-17.9% of students meet growth targets</p>

### 2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A HEDI category will be assigned by determining the number of a teacher's students who demonstrate target levels of growth (from a beginning of year assessment to an end of year assessment) as outlined in his or her SLO document. SLO targets will be developed jointly between the teacher and the principal based on the data from a</p>
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	beginning of the year assessment and the number of student's who meet or exceed their target level.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 pts - 95.0%-100% of students meet growth targets 19 pts - 90.0%-94.9% of students meet growth targets 18 pts - 85.0%-89.9% of students meet growth targets
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 pts - 83.0%-84.9% of students meet growth targets 16 pts - 82.0%-82.9% of students meet growth targets 15 pts - 80.0%-81.9% of students meet growth targets 14 pts - 78.0%-79.9% of students meet growth targets 13 pts - 77.0%-77.9% of students meet growth targets 12 pts - 75.0%-76.9% of students meet growth targets 11 pts - 73.0%-74.9% of students meet growth targets 10 pts - 72.0%-72.9% of students meet growth targets 9 pts - 70.0%-71.9% of students meet growth targets
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 - 67.0%-69.9% of students meet growth targets 7 - 63.0%-66.9% of students meet growth targets 6 - 60.0%-62.9% of students meet growth targets 5 - 57.0%-59.9% of students meet growth targets 4 - 53.0%-56.9% of students meet growth targets 3 - 50.0%-52.9% of students meet growth targets
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 - 33.0%-49.9% of students meet growth targets 1 - 18.0%-32.9% of students meet growth targets 0 - 0.0%-17.9% of students meet growth targets

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Districtwide Grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Districtwide Grade 7 Science assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A HEDI category will be assigned by determining the number of a teacher's students who demonstrate target levels of growth (from a beginning of year assessment to an end of year assessment) as outlined in his or her SLO document. SLO targets will be developed jointly between the teacher and the principal based on the data from a beginning of the year assessment and the number of student's who meet or exceed their target level.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 pts - 95.0%-100% of students meet growth targets 19 pts - 90.0%-94.9% of students meet growth targets 18 pts - 85.0%-89.9% of students meet growth targets

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 pts - 83.0%-84.9% of students meet growth targets 16 pts - 82.0%-82.9% of students meet growth targets 15 pts - 80.0%-81.9% of students meet growth targets 14 pts - 78.0%-79.9% of students meet growth targets 13 pts - 77.0%-77.9% of students meet growth targets 12 pts - 75.0%-76.9% of students meet growth targets 11 pts - 73.0%-74.9% of students meet growth targets 10 pts - 72.0%-72.9% of students meet growth targets 9 pts - 70.0%-71.9% of students meet growth targets
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 - 67.0%-69.9% of students meet growth targets 7 - 63.0%-66.9% of students meet growth targets 6 - 60.0%-62.9% of students meet growth targets 5 - 57.0%-59.9% of students meet growth targets 4 - 53.0%-56.9% of students meet growth targets 3 - 50.0%-52.9% of students meet growth targets
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 - 33.0%-49.9% of students meet growth targets 1 - 18.0%-32.9% of students meet growth targets 0 - 0.0%-17.9% of students meet growth targets

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	E2CCB Assessment Collaborative Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	E2CCB Assessment Collaborative Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	E2CCB Assessment Collaborative Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A HEDI category will be assigned by determining the number of a teacher's students who demonstrate target levels of growth (from a beginning of year assessment to an end of year assessment) as outlined in his or her SLO document. SLO targets will be developed jointly between the teacher and the principal based on the data from a beginning of the year assessment and the number of student's who meet or exceed their target level.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts - 95.0%-100% of students meet growth targets 19 pts - 90.0%-94.9% of students meet growth targets 18 pts - 85.0%-89.9% of students meet growth targets
Effective (9 - 17 points) Results meet District goals for similar students.	17 pts - 83.0%-84.9% of students meet growth targets 16 pts - 82.0%-82.9% of students meet growth targets 15 pts - 80.0%-81.9% of students meet growth targets 14 pts - 78.0%-79.9% of students meet growth targets 13 pts - 77.0%-77.9% of students meet growth targets 12 pts - 75.0%-76.9% of students meet growth targets

11 pts - 73.0%-74.9% of students meet growth targets  
 10 pts - 72.0%-72.9% of students meet growth targets  
 9 pts - 70.0%-71.9% of students meet growth targets

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

8 - 67.0%-69.9% of students meet growth targets  
 7 - 63.0%-66.9% of students meet growth targets  
 6 - 60.0%-62.9% of students meet growth targets  
 5 - 57.0%-59.9% of students meet growth targets  
 4 - 53.0%-56.9% of students meet growth targets  
 3 - 50.0%-52.9% of students meet growth targets

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

2 - 33.0%-49.9% of students meet growth targets  
 1 - 18.0%-32.9% of students meet growth targets  
 0 - 0.0%-17.9% of students meet growth targets

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Districtwide Global I Test

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

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

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

A HEDI category will be assigned by determining the number of a teacher's students who demonstrate target levels of growth (from a beginning of year assessment to an end of year assessment) as outlined in his or her SLO document. SLO targets will be developed jointly between the teacher and the principal based on the data from a beginning of the year assessment and the number of student's who meet or exceed their target level.

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

20 pts - 95.0%-100% of students meet growth targets  
 19 pts - 90.0%-94.9% of students meet growth targets  
 18 pts - 85.0%-89.9% of students meet growth targets

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

17 pts - 83.0%-84.9% of students meet growth targets  
 16 pts - 82.0%-82.9% of students meet growth targets  
 15 pts - 80.0%-81.9% of students meet growth targets  
 14 pts - 78.0%-79.9% of students meet growth targets  
 13 pts - 77.0%-77.9% of students meet growth targets  
 12 pts - 75.0%-76.9% of students meet growth targets  
 11 pts - 73.0%-74.9% of students meet growth targets

10 pts - 72.0%-72.9% of students meet growth targets  
 9 pts - 70.0%-71.9% of students meet growth targets

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

8 - 67.0%-69.9% of students meet growth targets  
 7 - 63.0%-66.9% of students meet growth targets  
 6 - 60.0%-62.9% of students meet growth targets  
 5 - 57.0%-59.9% of students meet growth targets  
 4 - 53.0%-56.9% of students meet growth targets  
 3 - 50.0%-52.9% of students meet growth targets

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

2 - 33.0%-49.9% of students meet growth targets  
 1 - 18.0%-32.9% of students meet growth targets  
 0 - 0.0%-17.9% of students meet growth targets

## 2.7) High School Science Regents Courses

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

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

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

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

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

A HEDI category will be assigned by determining the number of a teacher's students who demonstrate target levels of growth (from a beginning of year assessment to an end of year assessment) as outlined in his or her SLO document. SLO targets will be developed jointly between the teacher and the principal based on the data from a beginning of the year assessment and the number of student's who meet or exceed their target level.

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

20 pts - 95.0%-100% of students meet growth targets  
 19 pts - 90.0%-94.9% of students meet growth targets  
 18 pts - 85.0%-89.9% of students meet growth targets

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

17 pts - 83.0%-84.9% of students meet growth targets  
 16 pts - 82.0%-82.9% of students meet growth targets  
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 14 pts - 78.0%-79.9% of students meet growth targets  
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 12 pts - 75.0%-76.9% of students meet growth targets  
 11 pts - 73.0%-74.9% of students meet growth targets  
 10 pts - 72.0%-72.9% of students meet growth targets  
 9 pts - 70.0%-71.9% of students meet growth targets

Developing (3 - 8 points) Results are below District goals for similar students.	8 - 67.0%-69.9% of students meet growth targets 7 - 63.0%-66.9% of students meet growth targets 6 - 60.0%-62.9% of students meet growth targets 5 - 57.0%-59.9% of students meet growth targets 4 - 53.0%-56.9% of students meet growth targets 3 - 50.0%-52.9% of students meet growth targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 - 33.0%-49.9% of students meet growth targets 1 - 18.0%-32.9% of students meet growth targets 0 - 0.0%-17.9% of students meet growth targets

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A HEDI category will be assigned by determining the number of a teacher's students who demonstrate target levels of growth (from a beginning of year assessment to an end of year assessment) as outlined in his or her SLO document. SLO targets will be developed jointly between the teacher and the principal based on the data from a beginning of the year assessment and the number of student's who meet or exceed their target level.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts - 95.0%-100% of students meet growth targets 19 pts - 90.0%-94.9% of students meet growth targets 18 pts - 85.0%-89.9% of students meet growth targets
Effective (9 - 17 points) Results meet District goals for similar students.	17 pts - 83.0%-84.9% of students meet growth targets 16 pts - 82.0%-82.9% of students meet growth targets 15 pts - 80.0%-81.9% of students meet growth targets 14 pts - 78.0%-79.9% of students meet growth targets 13 pts - 77.0%-77.9% of students meet growth targets 12 pts - 75.0%-76.9% of students meet growth targets 11 pts - 73.0%-74.9% of students meet growth targets 10 pts - 72.0%-72.9% of students meet growth targets 9 pts - 70.0%-71.9% of students meet growth targets
Developing (3 - 8 points) Results are below District goals for similar students.	8 - 67.0%-69.9% of students meet growth targets 7 - 63.0%-66.9% of students meet growth targets 6 - 60.0%-62.9% of students meet growth targets 5 - 57.0%-59.9% of students meet growth targets 4 - 53.0%-56.9% of students meet growth targets

3 - 50.0%-52.9% of students meet growth targets

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

2 - 33.0%-49.9% of students meet growth targets

1 - 18.0%-32.9% of students meet growth targets

0 - 0.0%-17.9% of students meet growth targets

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Districtwide ELA 9 Test
Grade 10 ELA	District, regional or BOCES-developed assessment	Districtwide ELA 10 Test
Grade 11 ELA	Regents assessment	Regents assessment

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

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

A HEDI category will be assigned by determining the number of a teacher's students who demonstrate target levels of growth (from a beginning of year assessment to an end of year assessment) as outlined in his or her SLO document. SLO targets will be developed jointly between the teacher and the principal based on the data from a beginning of the year assessment and the number of student's who meet or exceed their target level.

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

20 pts - 95.0%-100% of students meet growth targets

19 pts - 90.0%-94.9% of students meet growth targets

18 pts - 85.0%-89.9% of students meet growth targets

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

17 pts - 83.0%-84.9% of students meet growth targets

16 pts - 82.0%-82.9% of students meet growth targets

15 pts - 80.0%-81.9% of students meet growth targets

14 pts - 78.0%-79.9% of students meet growth targets

13 pts - 77.0%-77.9% of students meet growth targets

12 pts - 75.0%-76.9% of students meet growth targets

11 pts - 73.0%-74.9% of students meet growth targets

10 pts - 72.0%-72.9% of students meet growth targets

9 pts - 70.0%-71.9% of students meet growth targets

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

8 - 67.0%-69.9% of students meet growth targets

7 - 63.0%-66.9% of students meet growth targets

6 - 60.0%-62.9% of students meet growth targets

5 - 57.0%-59.9% of students meet growth targets

4 - 53.0%-56.9% of students meet growth targets

3 - 50.0%-52.9% of students meet growth targets

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

2 - 33.0%-49.9% of students meet growth targets

1 - 18.0%-32.9% of students meet growth targets

0 - 0.0%-17.9% of students meet growth targets

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Foreign Language Eighth Grade	District, Regional or BOCES-developed	Regionwide eighth grade proficiency assessment
All other Foreign Language	District, Regional or BOCES-developed	Districtwide grade-specific Foreign Language tests
Art	District, Regional or BOCES-developed	Districtwide grade-specific Art tests
Business Education	District, Regional or BOCES-developed	Districtwide grade-specific Business Education tests
Home and Careers	District, Regional or BOCES-developed	Districtwide grade-specific Home and Careers tests
Technology	District, Regional or BOCES-developed	Districtwide grade-specific Technology tests
Music	District, Regional or BOCES-developed	Districtwide grade-specific Music tests
Physical Education	District, Regional or BOCES-developed	Districtwide grade-specific Physical Education tests
Health	District, Regional or BOCES-developed	Districtwide grade-specific Health tests
Reading	School/BOCES-wide/group/team results based on State	Composite of Grade 4-8 ELA Scores
Speech	School/BOCES-wide/group/team results based on State	Composite of Grade 4-8 ELA Scores
School Media Specialist	School/BOCES-wide/group/team results based on State	Composite of Grade 4-8 ELA Scores

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A HEDI category will be assigned by determining the number of a teacher's students who demonstrate target levels of growth (from a beginning of year assessment to an end of year assessment) as outlined in his or her SLO document. SLO targets will be developed jointly between the teacher and the principal based on the data from a beginning of the year assessment and the number of student's who meet or exceed their target level.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts - 95.0%-100% of students meet growth targets 19 pts - 90.0%-94.9% of students meet growth targets 18 pts - 85.0%-89.9% of students meet growth targets

Effective (9 - 17 points) Results meet District goals for similar students.	17 pts - 83.0%-84.9% of students meet growth targets 16 pts - 82.0%-82.9% of students meet growth targets 15 pts - 80.0%-81.9% of students meet growth targets 14 pts - 78.0%-79.9% of students meet growth targets 13 pts - 77.0%-77.9% of students meet growth targets 12 pts - 75.0%-76.9% of students meet growth targets 11 pts - 73.0%-74.9% of students meet growth targets 10 pts - 72.0%-72.9% of students meet growth targets 9 pts - 70.0%-71.9% of students meet growth targets
Developing (3 - 8 points) Results are below District goals for similar students.	8 - 67.0%-69.9% of students meet growth targets 7 - 63.0%-66.9% of students meet growth targets 6 - 60.0%-62.9% of students meet growth targets 5 - 57.0%-59.9% of students meet growth targets 4 - 53.0%-56.9% of students meet growth targets 3 - 50.0%-52.9% of students meet growth targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 - 33.0%-49.9% of students meet growth targets 1 - 18.0%-32.9% of students meet growth targets 0 - 0.0%-17.9% of students meet growth targets

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*(No response)*

## 2.12) Locally Developed Controls

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

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

*In consideration of students' prior academic histories, disabilities, ELL statuses, and socio-economic statuses, adjustments will be made to scores on Comparable Growth Measure assessments. Any student falling within one of these categories will receive, for each criterion met, an adjustment of 0.1 point for each point earned on the assessment.*

*The maximum increase to a teacher's composite score resulting from such adjustments will be 2 points.*

*Any adjustments made to student scores will be fair, transparent, and have no disparate impact on any underrepresented student subgroup. All students' scores will be used in the calculation of aggregate teacher scores.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Monday, May 07, 2012

Updated Wednesday, November 28, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>15 pts - 92.5%-100% of students meet achievement targets 14 pts - 85.0%-92.4% of students meet achievement targets</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>13 pts - 82.5%-84.9% of students meet achievement targets 12 pts - 80.0%-82.4% of students meet achievement targets 11 pts - 77.5%-79.9% of students meet achievement targets 10 pts - 75.0%-77.4% of students meet achievement targets 9 pts - 72.5%-74.9% of students meet achievement targets 8 pts - 70.0%-72.4% of students meet achievement targets</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>7 pts - 66.0%-69.9% of students meet achievement targets 6 pts - 62.0%-65.9% of students meet achievement targets 5 pts - 58.0%-61.9% of students meet achievement targets 4 pts - 54.0%-57.9% of students meet achievement targets 3 pts - 50.0%-53.9% of students meet achievement targets</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 pts - 33.0%-49.9% of students meet achievement targets 1 pts - 16.0%-32.9% of students meet achievement targets 0 pts - 0.0%-15.9% of students meet achievement targets</p>

### 3.2) Grades 4-8 Math

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

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

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.	A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 pts - 92.5%-100% of students meet achievement targets 14 pts - 85.0%-92.4% of students meet achievement targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 pts - 82.5%-84.9% of students meet achievement targets 12 pts - 80.0%-82.4% of students meet achievement targets 11 pts - 77.5%-79.9% of students meet achievement targets 10 pts - 75.0%-77.4% of students meet achievement targets 9 pts - 72.5%-74.9% of students meet achievement targets 8 pts - 70.0%-72.4% of students meet achievement targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 pts - 66.0%-69.9% of students meet achievement targets 6 pts - 62.0%-65.9% of students meet achievement targets 5 pts - 58.0%-61.9% of students meet achievement targets 4 pts - 54.0%-57.9% of students meet achievement targets 3 pts - 50.0%-53.9% of students meet achievement targets

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

2 pts - 33.0%-49.9% of students meet achievement targets

1 pts - 16.0%-32.9% of students meet achievement targets

0 pts - 0.0%-15.9% of students meet achievement targets

### 3.3) HEDI Tables or Graphics

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

*(No response)*

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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.	A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts - 95.0%-100% of students meet achievement targets 19 pts - 90.0%-94.9% of students meet achievement targets 18 pts - 85.0%-89.9% of students meet achievement

	targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts - 83.0%-84.9% of students meet achievement targets
	16 pts - 82.0%-82.9% of students meet achievement targets
	15 pts - 80.0%-81.9% of students meet achievement targets
	14 pts - 78.0%-79.9% of students meet achievement targets
	13 pts - 77.0%-77.9% of students meet achievement targets
	12 pts - 75.0%-76.9% of students meet achievement targets
	11 pts - 73.0%-74.9% of students meet achievement targets
	10 pts - 72.0%-72.9% of students meet achievement targets
	9 pts - 70.0%-71.9% of students meet achievement targets
	8 pts - 67.0%-69.9% of students meet achievement targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 - 63.0%-66.9% of students meet achievement targets
	6 - 60.0%-62.9% of students meet achievement targets
	5 - 57.0%-59.9% of students meet achievement targets
	4 - 53.0%-56.9% of students meet achievement targets
	3 - 50.0%-52.9% of students meet achievement targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 - 33.0%-49.9% of students meet achievement targets
	1 - 18.0%-32.9% of students meet achievement targets
	0 - 0.0%-17.9% of students meet achievement targets

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement
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targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.

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

20 pts - 95.0%-100% of students meet achievement targets  
 19 pts - 90.0%-94.9% of students meet achievement targets  
 18 pts - 85.0%-89.9% of students meet achievement targets

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

17 pts - 83.0%-84.9% of students meet achievement targets  
 16 pts - 82.0%-82.9% of students meet achievement targets  
 15 pts - 80.0%-81.9% of students meet achievement targets  
 14 pts - 78.0%-79.9% of students meet achievement targets  
 13 pts - 77.0%-77.9% of students meet achievement targets  
 12 pts - 75.0%-76.9% of students meet achievement targets  
 11 pts - 73.0%-74.9% of students meet achievement targets  
 10 pts - 72.0%-72.9% of students meet achievement targets  
 9 pts - 70.0%-71.9% of students meet achievement targets

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

8 - 67.0%-69.9% of students meet achievement targets  
 7 - 63.0%-66.9% of students meet achievement targets  
 6 - 60.0%-62.9% of students meet achievement targets  
 5 - 57.0%-59.9% of students meet achievement targets  
 4 - 53.0%-56.9% of students meet achievement targets  
 3 - 50.0%-52.9% of students meet achievement targets

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

2 - 33.0%-49.9% of students meet achievement targets  
 1 - 18.0%-32.9% of students meet achievement targets  
 0 - 0.0%-17.9% of students meet achievement targets

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES—developed assessments	Districtwide Science 6 Test
7	5) District, regional, or BOCES—developed assessments	Districtwide Science 7 Test
8	3) Teacher specific achievement or growth score computed locally	Grade Eight State Science Test

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.

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The teacher and the principal may use one of two processes to set the achievement target:

After administration of the baseline assessment, students will be grouped in bands. The lowest 1/3 of the baseline population will have a target on the summative assessment between 55%- 65%. The middle 1/3 of the baseline population will have a target on the summative assessment between 65% - 75%. The highest 1/3 of the baseline population will have a target on the summative assessment between 75% - 85%.

Although a teacher and principal may choose to use more bands, no target may be set lower than 55%.

OR

After administration of the baseline assessment, the teacher and principal may use the following method to develop a target for each individual student. Take the 100 – baseline score and then divide by 2. Add the quotient to the baseline score to develop a target score. No target may be set lower than 55%.

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

20 pts - 95.0%-100% of students meet achievement targets  
 19 pts - 90.0%-94.9% of students meet achievement targets  
 18 pts - 85.0%-89.9% of students meet achievement targets

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

17 pts - 83.0%-84.9% of students meet achievement targets  
 16 pts - 82.0%-82.9% of students meet achievement targets  
 15 pts - 80.0%-81.9% of students meet achievement targets  
 14 pts - 78.0%-79.9% of students meet achievement targets  
 13 pts - 77.0%-77.9% of students meet achievement targets

12 pts - 75.0%-76.9% of students meet achievement targets  
 11 pts - 73.0%-74.9% of students meet achievement targets  
 10 pts - 72.0%-72.9% of students meet achievement targets  
 9 pts - 70.0%-71.9% of students meet achievement targets

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

8 - 67.0%-69.9% of students meet achievement targets  
 7 - 63.0%-66.9% of students meet achievement targets  
 6 - 60.0%-62.9% of students meet achievement targets  
 5 - 57.0%-59.9% of students meet achievement targets  
 4 - 53.0%-56.9% of students meet achievement targets  
 3 - 50.0%-52.9% of students meet achievement targets

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

2 - 33.0%-49.9% of students meet achievement targets  
 1 - 18.0%-32.9% of students meet achievement targets  
 0 - 0.0%-17.9% of students meet achievement targets

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Regionwide Sixth Grade Social Studies test
7	5) District, regional, or BOCES–developed assessments	E2CCB Assessment Collaborative Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Regionwide Eighth Grade Social Studies test

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.

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.

A HEDI category will be assigned based on the

percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The teacher and the principal may use one of two processes to set the achievement target:

After administration of the baseline assessment, students will be grouped in bands. The lowest 1/3 of the baseline population will have a target on the summative assessment between 55%- 65%. The middle 1/3 of the baseline population will have a target on the summative assessment between 65% - 75%. The highest 1/3 of the baseline population will have a target on the summative assessment between 75% - 85%.

Although a teacher and principal may choose to use more bands, no target may be set lower than 55%.

OR

After administration of the baseline assessment, the teacher and principal may use the following method to develop a target for each individual student. Take the 100 – baseline score and then divide by 2. Add the quotient to the baseline score to develop a target score. No target may be set lower than 55%.

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

20 pts - 95.0%-100% of students meet achievement targets  
 19 pts - 90.0%-94.9% of students meet achievement targets  
 18 pts - 85.0%-89.9% of students meet achievement targets

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

17 pts - 83.0%-84.9% of students meet achievement targets  
 16 pts - 82.0%-82.9% of students meet achievement targets  
 15 pts - 80.0%-81.9% of students meet achievement targets  
 14 pts - 78.0%-79.9% of students meet achievement targets  
 13 pts - 77.0%-77.9% of students meet achievement targets  
 12 pts - 75.0%-76.9% of students meet achievement targets  
 11 pts - 73.0%-74.9% of students meet achievement targets  
 10 pts - 72.0%-72.9% of students meet achievement targets  
 9 pts - 70.0%-71.9% of students meet achievement targets

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

8 - 67.0%-69.9% of students meet achievement targets  
 7 - 63.0%-66.9% of students meet achievement targets  
 6 - 60.0%-62.9% of students meet achievement targets  
 5 - 57.0%-59.9% of students meet achievement targets  
 4 - 53.0%-56.9% of students meet achievement targets  
 3 - 50.0%-52.9% of students meet achievement targets

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 - 33.0%-49.9% of students meet achievement targets 1 - 18.0%-32.9% of students meet achievement targets 0 - 0.0%-17.9% of students meet achievement targets
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### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Districtwide Global I Test
Global 2	3) Teacher specific achievement or growth score computed locally	Global Studies Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	American 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.

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The teacher and the principal may use one of two processes to set the achievement target:

After administration of the baseline assessment, students will be grouped in bands. The lowest 1/3 of the baseline population will have a target on the summative assessment between 55%- 65%. The middle 1/3 of the baseline population will have a target on the summative

assessment between 65% - 75%. The highest 1/3 of the baseline population will have a target on the summative assessment between 75% - 85%.

Although a teacher and principal may choose to use more bands, no target may be set lower than 55%.

OR

After administration of the baseline assessment, the teacher and principal may use the following method to develop a target for each individual student. Take the 100 – baseline score and then divide by 2. Add the quotient to the baseline score to develop a target score. No target may be set lower than 55%.

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

20 pts - 95.0%-100% of students meet achievement targets  
19 pts - 90.0%-94.9% of students meet achievement targets  
18 pts - 85.0%-89.9% of students meet achievement targets

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

17 pts - 83.0%-84.9% of students meet achievement targets  
16 pts - 82.0%-82.9% of students meet achievement targets  
15 pts - 80.0%-81.9% of students meet achievement targets  
14 pts - 78.0%-79.9% of students meet achievement targets  
13 pts - 77.0%-77.9% of students meet achievement targets  
12 pts - 75.0%-76.9% of students meet achievement targets  
11 pts - 73.0%-74.9% of students meet achievement targets  
10 pts - 72.0%-72.9% of students meet achievement targets  
9 pts - 70.0%-71.9% of students meet achievement targets

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

8 - 67.0%-69.9% of students meet achievement targets  
7 - 63.0%-66.9% of students meet achievement targets  
6 - 60.0%-62.9% of students meet achievement targets  
5 - 57.0%-59.9% of students meet achievement targets  
4 - 53.0%-56.9% of students meet achievement targets  
3 - 50.0%-52.9% of students meet achievement targets

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

2 - 33.0%-49.9% of students meet achievement targets  
1 - 18.0%-32.9% of students meet achievement targets  
0 - 0.0%-17.9% of students meet achievement targets

### 3.9) High School Science

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

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

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

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.

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The teacher and the principal may use one of two processes to set the achievement target:

After administration of the baseline assessment, students will be grouped in bands. The lowest 1/3 of the baseline population will have a target on the summative assessment between 55%- 65%. The middle 1/3 of the baseline population will have a target on the summative assessment between 65% - 75%. The highest 1/3 of the baseline population will have a target on the summative assessment between 75% - 85%.

Although a teacher and principal may choose to use more bands, no target may be set lower than 55%.

OR

After administration of the baseline assessment, the

teacher and principal may use the following method to develop a target for each individual student. Take the 100 – baseline score and then divide by 2. Add the quotient to the baseline score to develop a target score. No target may be set lower than 55%.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts - 95.0%-100% of students meet achievement targets 19 pts - 90.0%-94.9% of students meet achievement targets 18 pts - 85.0%-89.9% of students meet achievement targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts - 83.0%-84.9% of students meet achievement targets 16 pts - 82.0%-82.9% of students meet achievement targets 15 pts - 80.0%-81.9% of students meet achievement targets 14 pts - 78.0%-79.9% of students meet achievement targets 13 pts - 77.0%-77.9% of students meet achievement targets 12 pts - 75.0%-76.9% of students meet achievement targets 11 pts - 73.0%-74.9% of students meet achievement targets 10 pts - 72.0%-72.9% of students meet achievement targets 9 pts - 70.0%-71.9% of students meet achievement targets
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 - 67.0%-69.9% of students meet achievement targets 7 - 63.0%-66.9% of students meet achievement targets 6 - 60.0%-62.9% of students meet achievement targets 5 - 57.0%-59.9% of students meet achievement targets 4 - 53.0%-56.9% of students meet achievement targets 3 - 50.0%-52.9% of students meet achievement targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 - 33.0%-49.9% of students meet achievement targets 1 - 18.0%-32.9% of students meet achievement targets 0 - 0.0%-17.9% of students meet achievement targets

### 3.10) High School Math

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

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

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

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.*

<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>A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.</p>
	<p>A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The teacher and the principal may use one of two processes to set the achievement target:</p>
	<p>After administration of the baseline assessment, students will be grouped in bands. The lowest 1/3 of the baseline population will have a target on the summative assessment between 55%- 65%. The middle 1/3 of the baseline population will have a target on the summative assessment between 65% - 75%. The highest 1/3 of the baseline population will have a target on the summative assessment between 75% - 85%.</p>
	<p>Although a teacher and principal may choose to use more bands, no target may be set lower than 55%.</p>
	<p>OR</p>
	<p>After administration of the baseline assessment, the teacher and principal may use the following method to develop a target for each individual student. Take the 100 – baseline score and then divide by 2. Add the quotient to the baseline score to develop a target score. No target may be set lower than 55%.</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>20 pts - 95.0%-100% of students meet achievement targets            19 pts - 90.0%-94.9% of students meet achievement targets            18 pts - 85.0%-89.9% of students meet achievement targets</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement</p>	<p>17 pts - 83.0%-84.9% of students meet achievement targets</p>

for grade/subject.	16 pts - 82.0%-82.9% of students meet achievement targets 15 pts - 80.0%-81.9% of students meet achievement targets 14 pts - 78.0%-79.9% of students meet achievement targets 13 pts - 77.0%-77.9% of students meet achievement targets 12 pts - 75.0%-76.9% of students meet achievement targets 11 pts - 73.0%-74.9% of students meet achievement targets 10 pts - 72.0%-72.9% of students meet achievement targets 9 pts - 70.0%-71.9% of students meet achievement targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 - 67.0%-69.9% of students meet achievement targets 7 - 63.0%-66.9% of students meet achievement targets 6 - 60.0%-62.9% of students meet achievement targets 5 - 57.0%-59.9% of students meet achievement targets 4 - 53.0%-56.9% of students meet achievement targets 3 - 50.0%-52.9% of students meet achievement targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 - 33.0%-49.9% of students meet achievement targets 1 - 18.0%-32.9% of students meet achievement targets 0 - 0.0%-17.9% of students meet achievement targets

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Districtwide ELA 9 Test
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Districtwide ELA 10 Test
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	ELA Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement
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targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The teacher and the principal may use one of two processes to set the achievement target:

After administration of the baseline assessment, students will be grouped in bands. The lowest 1/3 of the baseline population will have a target on the summative assessment between 55%- 65%. The middle 1/3 of the baseline population will have a target on the summative assessment between 65% - 75%. The highest 1/3 of the baseline population will have a target on the summative assessment between 75% - 85%.

Although a teacher and principal may choose to use more bands, no target may be set lower than 55%.

OR

After administration of the baseline assessment, the teacher and principal may use the following method to develop a target for each individual student. Take the 100 – baseline score and then divide by 2. Add the quotient to the baseline score to develop a target score. No target may be set lower than 55%.

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

20 pts - 95.0%-100% of students meet achievement targets  
 19 pts - 90.0%-94.9% of students meet achievement targets  
 18 pts - 85.0%-89.9% of students meet achievement targets

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

17 pts - 83.0%-84.9% of students meet achievement targets  
 16 pts - 82.0%-82.9% of students meet achievement targets  
 15 pts - 80.0%-81.9% of students meet achievement targets  
 14 pts - 78.0%-79.9% of students meet achievement targets  
 13 pts - 77.0%-77.9% of students meet achievement targets  
 12 pts - 75.0%-76.9% of students meet achievement targets  
 11 pts - 73.0%-74.9% of students meet achievement targets  
 10 pts - 72.0%-72.9% of students meet achievement targets

	9 pts - 70.0%-71.9% of students meet achievement targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 - 67.0%-69.9% of students meet achievement targets 7 - 63.0%-66.9% of students meet achievement targets 6 - 60.0%-62.9% of students meet achievement targets 5 - 57.0%-59.9% of students meet achievement targets 4 - 53.0%-56.9% of students meet achievement targets 3 - 50.0%-52.9% of students meet achievement targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 - 33.0%-49.9% of students meet achievement targets 1 - 18.0%-32.9% of students meet achievement targets 0 - 0.0%-17.9% of students meet achievement targets

### 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
Foreign Language Grade 8	5) District/regional/BOCES–developed	Regionwide eighth-grade Proficiency Exam
All other foreign language	5) District/regional/BOCES–developed	Districtwide grade-specific foreign language tests
Art	5) District/regional/BOCES–developed	Districtwide grade-specific art tests
Music	5) District/regional/BOCES–developed	Districtwide grade-specific music tests
Technology	5) District/regional/BOCES–developed	Districtwide grade-specific technology tests
Home and Careers	5) District/regional/BOCES–developed	Districtwide grade-specific home and careers tests
Reading	6(ii) School wide measure computed locally	AIMSWEB
Physical Education	5) District/regional/BOCES–developed	Districtwide grade-specific physical education tests
Health	5) District/regional/BOCES–developed	Districtwide grade-specific health tests
Business Education	5) District/regional/BOCES–developed	Districtwide grade-specific business education tests
School media specialist	3) Teacher specific achievement/growth score computed locally	American History Regents Exam

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

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

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

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The state approved 3rd party assessment will be rigorous and valid. All achievement targets will be set based on the National Norms provided by AimsWeb. The same assessment will be used across all classrooms in the same grade level.

A HEDI category will be assigned based on the percentage of a teacher's students on their class roster who meet or exceed a rigorous benchmark level of 80% achievement on the indicated assessment. Achievement targets will be developed jointly between the teacher and the principal. The percentage will be converted to a numeric score. The teacher and the principal may use one of two processes to set the achievement target:

After administration of the baseline assessment, students will be grouped in bands. The lowest 1/3 of the baseline population will have a target on the summative assessment between 55%- 65%. The middle 1/3 of the baseline population will have a target on the summative assessment between 65% - 75%. The highest 1/3 of the baseline population will have a target on the summative assessment between 75% - 85%.

Although a teacher and principal may choose to use more bands, no target may be set lower than 55%.

OR

After administration of the baseline assessment, the teacher and principal may use the following method to develop a target for each individual student. Take the 100 – baseline score and then divide by 2. Add the quotient to the baseline score to develop a target score. No target may be set lower than 55%.

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

20 pts - 95.0%-100% of students meet achievement targets  
 19 pts - 90.0%-94.9% of students meet achievement targets  
 18 pts - 85.0%-89.9% of students meet achievement targets

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

17 pts - 83.0%-84.9% of students meet achievement targets  
 16 pts - 82.0%-82.9% of students meet achievement targets  
 15 pts - 80.0%-81.9% of students meet achievement targets  
 14 pts - 78.0%-79.9% of students meet achievement targets

13 pts - 77.0%-77.9% of students meet achievement targets  
 12 pts - 75.0%-76.9% of students meet achievement targets  
 11 pts - 73.0%-74.9% of students meet achievement targets  
 10 pts - 72.0%-72.9% of students meet achievement targets  
 9 pts - 70.0%-71.9% of students meet achievement targets

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

8 - 67.0%-69.9% of students meet achievement targets  
 7 - 63.0%-66.9% of students meet achievement targets  
 6 - 60.0%-62.9% of students meet achievement targets  
 5 - 57.0%-59.9% of students meet achievement targets  
 4 - 53.0%-56.9% of students meet achievement targets  
 3 - 50.0%-52.9% of students meet achievement targets

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

2 - 33.0%-49.9% of students meet achievement targets  
 1 - 18.0%-32.9% of students meet achievement targets  
 0 - 0.0%-17.9% of students meet achievement targets

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*(No response)*

### 3.14) Locally Developed Controls

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

*In consideration of students' prior academic histories, disabilities, ELL statuses, and socio-economic statuses, adjustments will be made to scores on Locally Selected Measure assessments. Any student falling within one of these categories will receive, for each criterion met, an adjustment of 0.1 point for each point earned on the assessment.*

*The maximum increase to a teacher's composite score resulting from such adjustments will be 2 points.*

*Any adjustments made to student scores will be fair, transparent, and have no disparate impact on any underrepresented student subgroup. All students' scores will be used in the calculation of aggregate teacher scores.*

### 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.

*Each locally selected measure will be represented proportionally based upon the number of students covered by each and then reduced to the appropriate 0-15 or 0-20 point range, ensuring that earning each point on the scale is possible.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Monday, May 07, 2012

Updated Wednesday, November 28, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

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

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*A HEDI score for the "other measures" subcomponent will be determined according to the scoring bands provided below (H: 54-60 points, E: 44-53 points, D: 38-43 points, I: 0-37 points). A teacher's single resulting score in this subcomponent, placing him or her into one of these bands, will be achieved by adding the total points earned through each of the following three measures:*

*1) Formative assessment via Danielson (Rev. 2011) Rubric: Each teacher will be observed and evaluated 2 times (3 for probationary teachers), with each observation earning a possible score in the range of 0-31 points. Each component of the rubric is evaluated at least once. The observation is scored using 16 elements chosen from the four domains, with 0-4 points given to each element. The points earned in each element are added together, and the total of points earned is divided by the total number of possible points to generate a percentage of points earned. The percentage is converted to a 0-31 score via the table on the uploaded spreadsheet. The*

mean of the 2 (or 3) scores will provide a 0-31 point score for this measure to be added to the summative and portfolio scores to achieve a single score for this subcomponent.

2) *Summative assessment via Danielson (Rev. 2011) Rubric: Each teacher will be evaluated every Spring according to his or her performance, particularly in those areas of the Danielson Rubric that are not easily observable through direct observation of teaching. A teacher will earn a score ranging from 0-19 points. The observation is scored using 17 elements chosen from the four domains, with 0-4 points given to each element. The points earned in each element are added together, and the total of points earned is divided by the total number of possible points to generate a percentage of points earned. The percentage is converted to a 0-19 score via the table on the uploaded spreadsheet, and this score will be added to the formative and portfolio scores to achieve a single score for this subcomponent.*

3) *Portfolio assessment via Danielson (Rev. 2011) Rubric: Each teacher will submit a portfolio in the Spring giving evidence of his or her performance along several domains in the Danielson Rubric. The teacher's portfolio will be evaluated and given a score from 0-10 points. The observation is scored using 15 elements chosen from the four domains, with 0-4 points given to each element. The points earned in each element are added together, and the total of points earned is divided by the total number of possible points to generate a percentage of points earned. The percentage is converted to a 0-10 score via the table on the uploaded spreadsheet, and this score will be added to the formative and summative scores to achieve a single score for this subcomponent.*

*The scores from all three areas will be added together to achieve a single score of 0-60 points (0+0+0=0, 31+19+10=60)*

*The uploaded table includes a conversion chart to show how the 31, 19, and 10 point scales are developed from the percentage of points attained through the formative, summative, and portfolio assessment instruments, respectively.*

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/5091/125718-eka9yMJ855/Other Measures Conversions.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers in this category have earned 54-60 total points in this measure, indicating that the teacher is performing at a higher level than typically expected of a teacher based on the evaluation criteria prescribed.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category have earned 44-53 total points in this measure, indicating that the teacher is performing at the level typically expected of a teacher based on the evaluation criteria prescribed.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category have earned 38-43 total points in this measure, indicating that the teacher is not performing at the level typically expected of a teacher and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria set forth.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category have earned 0-37 total points in this measure, indicating a teacher whose performance is unacceptable based on the evaluation criteria prescribed.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
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Effective	44-53
Developing	38-43
Ineffective	0-37

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

#### 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	2
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4.7) Observations of Tenured Teachers   Informal/Short	0
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?

- 
- Not Applicable
-

# 5. Composite Scoring (Teachers)

Created Monday, May 07, 2012

Updated Wednesday, May 23, 2012

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	54-60
Effective	44-53
Developing	38-43
Ineffective	0-37

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

## 6. Additional Requirements - Teachers

Created Monday, May 07, 2012

Updated Monday, November 19, 2012

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### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/125727-Df0w3Xx5v6/TIP Template Feb 12.pdf](#)

#### 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:

##### *Appeal Process*

*In order to implement the requirements of NY Education law 3012-c, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows with regard to classroom teachers who are covered by Section 3012-c.*

1. Where and to the extent applicable, the Annual Professional Performance Review of classroom teachers shall be a significant factor for employment decisions and teacher development as determined by the District, and will be subject to any procedures which may in the future be negotiated by the District and the Association. All employment decisions for teachers with a probationary appointment will be made in accordance with 3012-c regulations. A termination of employment or denial of tenure shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective bargaining agreement between the district and the association in any other forum.

2. Prior to the annual rating becoming final, a teacher receiving a proposed rating of ineffective or developing shall meet with the applicable administrator (or designee if the administrator is not available) to review all findings related to the evaluation, including but not limited to any potential procedural or substantive disputes regarding it. This does not limit the existing rights of teachers rated effective or highly effective to request to informally discuss their final rating with the applicable administrator.

3. Appeals of an Annual Professional Performance Review shall be limited to only those which rate a classroom teacher as ineffective or developing. A unit member holding the position of classroom teacher may challenge only the substance of the Annual Professional Review, the district's adherence to the standards and methodologies required for such Annual Professional Performance Review, the district's compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP).

a. Appeal to the Lead Evaluator - Such challenge must be submitted in writing, using the form as provided to the administrator performing the APPR or TIP. There may be only one appeal submitted in relation to any particular APPR or TIP. The writing must explain in detail the specific basis for the challenge, and should provide any relevant supporting documentation. The appeal must be submitted within ten working days of the issuance of the APPR or it is deemed waived. The teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which relief is sought.

Within ten working days of receipt of the challenge, the administrator conducting the APPR or TIP shall meet with the teacher and his/her union representative to discuss the appeal. Any grounds not raised in the written appeal by this point shall be deemed waived for this procedure. Within ten working days of such meeting, the administrator shall submit a written determination on the appeal. In the absence of a timely determination, the district may not use the APPR or TIP until such determination is rendered. All appeal determinations will be made in a timely and expeditious manner in accordance with 3012-c Regulations.

b.) Appeal to Committee - If the teacher received a rating of developing or ineffective rating and disagrees with the determination of the Lead Evaluator, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation to the APPR Review Committee within ten calendar days of the date of the determination. The committee will be comprised of one administrator certified to conduct evaluations, appointed by the Superintendent. The administrator shall not be the one who authored the APPR. The second committee member will be a tenured teacher appointed by the President of the FFA. The third committee member will be jointly recommended by the superintendent and the FFA President. A list of jointly recommended members will be developed by the FFA President and the Superintendent no later than December 1st of each year. The joint recommendation list will be comprised of 6 names, 2 elementary teachers, 2 secondary teachers, and 2 non-core subject area teachers.

Within fifteen calendar days of receipt of the challenge, the APPR Review Committee shall meet and reach a consensus on the appeal put before them. If a consensus is not reached, the APPR Review Committee shall write up the opposing viewpoints and submit the opposing viewpoints to the supervising administrator, the employee, the Association President, and the Superintendent. The opposing viewpoints should be written immediately following the meeting, but not more than 5 days after the meeting is held. In the absence of a timely determination, the district may not use the APPR or TIP until such determination is rendered. All appeal determinations will be made in a timely and expeditious manner in accordance with 3012-c Regulations.

c.) Appeal to the Superintendent - If the teacher received a rating of developing or ineffective rating and disagrees with the determination of the Appeals Committee, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation to the Superintendent of Schools within ten calendar days of the date of the determination. Within ten calendar days of receipt of the challenge, the superintendent shall meet with the teacher and his/her union representative to discuss the appeal. Within ten calendar days of such meeting, the superintendent shall submit a written determination on the appeal. In the absence of a timely determination, the district may not use the APPR or TIP until such determination is rendered. All appeal determinations will be made in a timely and expeditious manner in accordance with 3012-c Regulations.

A unit member shall be entitled to representation by the FFA during the course of any appeal authorized by this paragraph. The district shall maintain a record of all documents and materials submitted by either party during such an appeal, which shall thereafter be available for inspection by the unit member and/or the FFA. The teacher may present any mitigating circumstances that he/she believes relevant during the course of an appeal including, but not limited to class size, students and classes assigned, student attendance, teacher leave time/personal life, new initiatives/requirements, physical environment, and administrative relationships) which shall be considered by the district along with all other information submitted during the appeal. The presentation or consideration of any such information presented by a teacher shall not prejudice the position that the teacher, association or district

may take in a Section 3012-c hearing.

*A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between parties, and an APPR or TIP may not be challenged in any other forum.*

*4. Unit members receiving a mandated TIP will have the right to FFA representation during the development of said TIP.*

*5. Nothing in this plan shall be construed to limit the defenses which the employees may place before a Section 3020-a hearing officer in challenging the allegation of a pattern of ineffective teaching or performance.*

*6. The district and the association agree that we will further conduct negotiations concerning the APPR Regulations by the Board of Regents, and to the extent necessary to comply with the regulations and NY Education Law 3012-c.*

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

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

### *Training*

*The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.*

*The District will ensure that all principals are trained as lead evaluators. The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with BOCES. Training will be conducted by the Erie 2 BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a bi-annual basis.*

*The District will provide training annually to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District will provide activities whereby all evaluators/lead evaluators participate in a group review of not less than two formative evaluations annually to review evidence based observation practices and calibration sessions across evaluators. In addition, the administrative team will review and analyze data of all evaluations to inform professional development decisions.*

*This training will include the following Requirements for Lead Evaluators/ Evaluators:*

- NYS Teaching Standards and the ISLLC Standards*
- Evidence based observation*
- Application and use of the Student Growth percentile and the Value Added Growth Model Data*
- Application of the State-approved teacher or principal rubrics*
- Application and use of any assessment tools used to evaluate teachers and principals*
- Application and use of State-approved locally-selected measures of student achievement*
- Use of Statewide instructional Reporting System*
- Scoring methodology used to evaluate teachers and principals*
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities*

### *Lead Evaluator*

*The Elementary and Middle/High School Principal will be trained and certified as Lead Evaluator according to SED's model to ensure consistency and defensibility on a bi-annual basis.*

### *Re-Certification and Updated Training*

*The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on a bi-annual basis and receive updated training on any changes in law, regulations or applicable collective bargaining agreements.*

## 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 Monday, May 07, 2012

Updated Monday, July 30, 2012

## Page 1

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

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

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

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

	UPK-6
	7-12
	(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Monday, May 07, 2012

Updated Wednesday, November 28, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
UPK-6	(a) achievement on State assessments	ELA 4-6; Math 4-6
7-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	6 year graduation rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>A HEDI category will be assigned based upon 80% of a principal's students who meet or exceed the criteria related to the assessment and measure listed above. The goal will be set jointly between the principal and the superintendent. A meeting will take place to review the school district's data and performance. Once the percentage is calculated it will be applied to the table as attached.</p> <p>UPK-6 -Goal: 80% of students in Grades 4-6 will receive a proficiency level of 3 or 4 on the New York State ELA and Math Assessment.</p> <p>7-12 - 80% of students in the 2009 cohort will graduate within 6 years of entering 9th grade with a Regent's or Local Diploma.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>15 pts - 92%-100% of students meet achievement targets</p> <p>14 pts - 85.0%-91.9% of students meet achievement targets</p>
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement	<p>13 pts - 83.0%-84.9% of students meet achievement targets</p>

for grade/subject.	12 pts - 80.0%-82.9% of students meet achievement targets 11 pts - 76.0%-79.9% of students meet achievement targets 10 pts - 74.0%-75.9% of students meet achievement targets 9 pts - 72.0%-73.9% of students meet achievement targets 8 pts - 70.0%-71.9% of students meet achievement targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 pts - 65.0%-69.9% of students meet achievement targets 6 pts - 60.0%-64.9% of students meet achievement targets 5 pts - 50.0%-59.9% of students meet achievement targets 4 pts - 40.0%-49.9% of students meet achievement targets 3 pts - 30.0%-39.9% of students meet achievement targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts - 20.0%-29.9% of students meet achievement targets 1 pts - 9.0%-19.9% of students meet achievement targets 0 pts - 0.0%-8.9% of students meet achievement targets

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 )

[assets/survey-uploads/5366/125735-8o9AH60arN/Principal HEDI Rating\\_1.doc](#)

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

[assets/survey-uploads/5366/125735-qBFVOWF7fC/Principal HEDI Rating.doc](#)

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

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

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

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

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

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

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

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

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

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

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

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

*In consideration of students' prior academic histories, disabilities, ELL statuses, and socio-economic statuses, adjustments will be made to principals' Locally Selected Measures.*

*Where a score is based on student assessment scores, any student falling within one of these categories will receive, for each criterion met, an adjustment of 0.1 point for each point earned on the assessment.*

*Where a score is calculated based on graduation data, an adjustment to the graduation rate will be made for each non-graduating student falling within one of the aforementioned categories.*

*The maximum increase to a principal's composite score resulting from such adjustments will be 2 points.*

*Any adjustments made to student scores will be fair, transparent, and have no disparate impact on any underrepresented student subgroup. All students' scores will be used in the calculation of aggregate principal scores.*

### 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.

*N/A*

### 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 Monday, May 07, 2012

Updated Wednesday, November 28, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The process for determining the MPPR Score shall be a combination of site visits, documentation, and artifact review. Using the MPPR, the Superintendent will rate the descriptor for each item that best matches the principal's performance. Each observation has the potential to have a score in the range of 0-60 points. Each component of the rubric is evaluated at least once. The observation is scored using 15 elements chosen from the six domains, with 0-4 points given to each element. The points earned in each element are added together for a total of 0-60 (points 15X4=60). The scores will be added together from the State Score, Locally Selected Measure Score and other Measures Score. A Summative Score of 0-100 will be given. If a composite score contains a decimal, the final score will be rounded to the nearest whole number.*

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

*(No response)*

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

Highly Effective: Overall performance and results exceed standards.	a score of 90 or higher
Effective: Overall performance and results meet standards.	a score between 75-89
Developing: Overall performance and results need improvement in order to meet standards.	A score between 65-74
Ineffective: Overall performance and results do not meet standards.	a score of 64 or lower

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	45-53
Developing	39-44

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, May 07, 2012

Updated Wednesday, November 28, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Monday, May 07, 2012

Updated Friday, October 05, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/125738-Df0w3Xx5v6/PIP Template May12\\_1.doc](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *SECTION VI: APPEAL PROCESS*

*Frewsburg Central School District  
Principal APPR Appeal Process*

*Where and to the extent applicable, the Annual Professional Performance Review of principals shall be a significant factor for employment decisions and principal development as determined by the District, and will be subject to any procedures which may in the*

*future be written into administrative employment contracts.*

*Prior to the annual rating becoming final, a principal receiving a proposed rating of ineffective or developing shall meet with the superintendent to review all findings related to the evaluation, including but not limited to any potential procedural or substantive disputes regarding it. This does not limit the existing rights of principal rated effective or highly effective to request to informally discuss their final rating with the superintendent.*

#### **CHALLENGES IN AN APPEAL:**

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

- (1) The substance of the annual professional performance review;*
- (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*
- (3) The adherence to Commissioner's Regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

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

*Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.*

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

*A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.*

#### **BURDEN OF PROOF:**

*The burden shall be on the both parties to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.*

#### **TIME FRAME FOR FILING APPEAL:**

*All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed no later than fifteen (15) school days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) school days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) school days of the failure of the district to implement any component of the plan.*

*The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request, which shall not be unreasonably withheld.*

*When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her*

performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

#### *TIMEFRAME FOR DISTRICT RESPONSE:*

*Within fifteen (15) school days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.*

#### *DECISION PROCESS FOR APPEAL:*

*Within 15 school days of the district's response, a committee comprised of the district superintendent, the appellant (building principal), and district council, Mr. Dana Lundberg.*

*The parties agree that the committee shall hear appeals in a timely manner within 15 school days.*

#### *DECISION:*

*A written decision, by the aforementioned committee, on the merits of the appeal shall be rendered no later than fifteen (15) business days from the close of the hearing. Such decision shall be a final administrative decision.*

*The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.*

#### *EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE:*

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

#### *OTHER:*

- 1. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 2. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*
- 3. Nothing in the plan shall be construed to limit the defenses which the employees may place before a Section 3020-a hearing officer in challenging the allegation of a pattern of ineffective performance.*
- 4. The determination of the appeal process is final and binding. Failure to comply with the agreed upon appeals process is subject to a grievance procedure.*

#### *CHALLENGES IN AN APPEAL:*

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

- (1) The substance of the annual professional performance review;*
- (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*

*(3) The adherence to Commissioner's Regulations, as applicable to such reviews;*

*(4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*

*(5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

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

*Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.*

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

*A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.*

#### *BURDEN OF PROOF*

*The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.*

#### *TIME FRAME FOR FILING APPEAL*

*All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.*

*An appeal of a performance review must be filed no later than fifteen (15) school days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) school days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) school days of the failure of the district to implement any component of the plan.*

*The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request.*

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

#### *TIMEFRAME FOR DISTRICT RESPONSE*

*Within fifteen (15) school days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.*

#### *DECISION PROCESS FOR APPEAL*

*Within fifteen (15) school days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.*

*The parties agree that:*

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) school days or more than fifteen (15) school days after the hearing officer is selected.*
- b. The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.*
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.*
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.*
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

#### **DECISION**

*A written decision on the merits of the appeal shall be rendered no later than fifteen (15) school days from the close of the hearing. Such decision shall be a final administrative decision.*

*The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.*

#### **EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE**

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

- 1. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 2. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

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

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

### **Training**

*The Superintendent will be the Lead Evaluator for supervision and evaluation of principals. The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.*

*The District will ensure that all principals are trained as lead evaluators. The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with BOCES. Training will be conducted by the Erie 2 BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a bi-annual basis.*

*The District will provide training annually to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District will provide activities whereby all evaluators/lead evaluators participate in a group review of not less than two formative evaluations annually to review evidence based observation practices and calibration sessions across evaluators. In addition, the administrative team will review and analyze data of all evaluations to inform professional development decisions.*

*This training will include the following Requirements for Lead Evaluators/ Evaluators:*

- *NYS Teaching Standards and the ISLLC Standards*
- *Evidence based observation*
- *Application and use of the Student Growth percentile and the Value Added Growth Model Data*
- *Application of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally-selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities*

#### *Lead Evaluator*

*The Superintendent will be trained as a Lead Evaluator and will conduct all evaluations of the district's principals.*

*The Elementary and Middle/High School Principal will be trained and certified as Lead Evaluator according to SED's model to ensure consistency and defensibility on a bi-annual basis.*

#### *Re-Certification and Updated Training*

*The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on a bi-annual basis and receive updated training on any changes in law, regulations or applicable collective bargaining agreements.*

## 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

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Monday, May 07, 2012

Updated Friday, November 30, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/125742-3Uqgn5g9Iu/11 30 12 Signature Page.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.

<b>Formative Assessment</b>	
<b>Percentage of total points achieved on rubric</b>	<b>Resulting score out of 31 points</b>
0	0
1	0
2	1
3	1
4	1
5	2
6	2
7	2
8	2
9	3
10	3
11	3
12	4
13	4
14	4
15	5
16	5
17	5
18	6
19	6
20	6
21	7
22	7
23	7
24	7
25	8

<b>Summative Assessment</b>	
<b>Percentage of total points achieved on rubric</b>	<b>Resulting score out of 19 points</b>
0	0
1	0
2	0
3	1
4	1
5	1
6	1
7	1
8	2
9	2
10	2
11	2
12	2
13	2
14	3
15	3
16	3
17	3
18	3
19	4
20	4
21	4
22	4
23	4
24	5
25	5

<b>Portfolio Assessment</b>	
<b>Percentage of total points achieved on rubric</b>	<b>Resulting score out of 10 points</b>
0	0
1	0
2	0
3	0
4	0
5	1
6	1
7	1
8	1
9	1
10	1
11	1
12	1
13	1
14	1
15	2
16	2
17	2
18	2
19	2
20	2
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22	2
23	2
24	2
25	3

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35	11
36	11
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99	31
100	31

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99	19
100	19

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87	9
88	9
89	9
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92	9
93	9
94	9
95	10
96	10
97	10
98	10
99	10
100	10

**Frewsburg Central School District  
Teacher Improvement Plan**

**Teacher:** \_\_\_\_\_

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

**Implementation Dates:** \_\_\_\_\_

**This plan is required for all teachers who are rated as Developing or Ineffective in the APPR and are bound by Education Law 3012c. It will be implemented no later than 10 days after the opening of the school year.**

**To be completed by the administrator:**

Area(s) identified as Developing or Ineffective:

Statement of Standards-Based Goals: (Each identified area must have at least one goal.)

**To be completed jointly between the administrator and teacher:**

Objectives/Action Steps to be taken:

Professional Learning Activities:

Required Support/Resources:

Outcomes/Artifacts Expected:

**Plan Review Date 1 during 1<sup>st</sup> semester:** \_\_\_\_\_

**Plan Review Date 2 during 2<sup>nd</sup> semester:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Union Representative Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Principal's HEDI Rating

<b>Score</b>	<b>Range</b>	<b>Rating</b>
15	92.0 - 100	Highly Effective
14	85.0 - 91.9	Highly Effective
13	83.0 - 84.9	Effective
12	80.0 - 82.9	Effective
11	76.0 - 79.9	Effective
10	74.0 - 75.9	Effective
9	72.0 - 73.9	Effective
8	70.0 - 71.9	Effective
7	65.0 - 69.9	Developing
6	60.0 - 64.9	Developing
5	50.0 - 59.9	Developing
4	40.0 - 49.9	Developing
3	30.0 - 39.9	Developing
2	20.0 - 29.9	Ineffective
1	9.0 - 19.9	Ineffective
0	0-8.9	Ineffective

### Principal's HEDI Table – NO Value Added Model

<b>Score</b>	<b>Range</b>	<b>Rating</b>
20	98.0 - 100	Highly Effective
19	93.0 - 97.9	Highly Effective
18	91.0 - 92.9	Highly Effective
17	90.0 - 90.9	Effective
16	88.0 - 89.9	Effective
15	85.0 - 87.9	Effective
14	82.0 - 84.9	Effective
13	79.0 - 81.9	Effective
12	78.0 - 78.9	Effective
11	77.0 - 77.9	Effective
10	76.0 - 76.9	Effective
9	75.0 - 75.9	Effective
8	74.0 - 74.9	Developing
7	73.0 - 73.9	Developing
6	71.0 - 72.9	Developing
5	69.0 - 70.9	Developing
4	67.0 - 68.9	Developing
3	65.0 - 66.9	Developing
2	43.0 - 64.9	Ineffective
1	21.0 - 42.9	Ineffective
0	0 - 20.9	Ineffective



### Principal's HEDI Rating

<b>Score</b>	<b>Range</b>	<b>Rating</b>
15	92.0 - 100	Highly Effective
14	85.0 - 91.9	Highly Effective
13	83.0 - 84.9	Effective
12	80.0 - 82.9	Effective
11	76.0 - 79.9	Effective
10	74.0 - 75.9	Effective
9	72.0 - 73.9	Effective
8	70.0 - 71.9	Effective
7	65.0 - 69.9	Developing
6	60.0 - 64.9	Developing
5	50.0 - 59.9	Developing
4	40.0 - 49.9	Developing
3	30.0 - 39.9	Developing
2	20.0 - 29.9	Ineffective
1	9.0 - 19.9	Ineffective
0	0-8.9	Ineffective

**Frewsburg Central School District  
Principal/Administrator Improvement Plan**

**Principal/Administrator:** \_\_\_\_\_

**Superintendent:** \_\_\_\_\_

**Implementation Dates:** \_\_\_\_\_

**This plan is required for all principals/administrators who are rated as Developing or Ineffective in the APPR and are bound by Education Law 3012c. It will be implemented no later than 10 days after the opening of the school year.**

**To be completed by the superintendent:**

Area(s) identified as Developing or Ineffective:

Statement of Standards-Based Goals: (Each identified area must have at least one goal.)

**To be completed jointly between the principal/administrator and superintendent :**

Objectives/Action Steps to be taken:

Professional Learning Activities:

Required Support/Resources:

Outcomes/Artifacts Expected:

**Plan Review Date 1 during 1<sup>st</sup> semester:** \_\_\_\_\_

**Plan Review Date 2 during 2<sup>nd</sup> semester:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Superintendent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date: 11/30/12

*Danielle H. O'Connor*

Teachers Union President Signature:      Date:

*Robin S. Trapani 11/30/12*

Administrative Union President Signature:      Date: *To admin. union*

Board of Education President Signature:      Date:

*Gregory S. ... 11/30/12*