



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

Commissioner of Education  
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December 17, 2012

Mark Davey, Superintendent  
Gates Chili Central School District  
3 Spartan Way  
Rochester, NY 14624

Dear Superintendent Davey:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Jo Anne Antonacci

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 Thursday, June 28, 2012

Updated Monday, December 17, 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 : 260401060000

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

*260401060000*

#### 1.2) School District Name: GATES-CHILI CSD

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

*Gates Chili School District*

#### 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):

- 
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Thursday, June 28, 2012

Updated Monday, December 17, 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	District, regional, or BOCES-developed assessment	Monroe 2 BOCES developed ELA K Assessment
1	District, regional, or BOCES-developed assessment	Monroe 2 BOCES developed ELA 1 Assessment
2	District, regional, or BOCES-developed assessment	Monroe 2 BOCES developed ELA 2 Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre and post assessment to measure their growth against District determined criteria. The District has identified bands of growth and a desired target according to the chart provided on the attached SLO document. The percent of students who meet the growth band target on their post assessment will be used to determine a teacher's HEDI rating. After the post assessments are given, teachers and administrators will calculate the percentage of students who met their target. The percentage will then be converted into a HEDI rating according to the conversion chart on the the attached document. Targets for Grade 3 will be collaboratively set between the teacher and principal after reviewing pre assessment data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100% - 85% of students met the growth target Conversion chart included in the attached SLO document
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	84% - 65% of students met the growth target Conversion chart included in the attached SLO document
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	64% - 47% of students met the growth target Conversion chart included in the attached SLO document
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	46% - 0% of students met target the growth target Conversion chart included in the attached SLO document

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Monroe 2 BOCES developed Math K Assessment
1	District, regional, or BOCES-developed assessment	Monroe 2 BOCES developed Math 1 Assessment
2	District, regional, or BOCES-developed assessment	Monroe 2 BOCES developed Math 2 Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre and post assessment to measure their growth against District determined criteria. The District has identified bands of growth and a desired target according to the chart provided on the attached SLO document. The percent of students who meet the growth band target on their post assessment will be used
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to determine a teacher's HEDI rating. After the post assessments are given, teachers and administrators will calculate the percentage of students who met their target. The percentage will then be converted into a HEDI rating according to the conversion chart on the the attached document. Targets for Grade 3 will be collaboratively set between the teacher and principal after reviewing pre assessment data.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

100% - 85% of students met the growth target  
Conversion chart included in the attached SLO document

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

84% - 65% of students met the growth target  
Conversion chart included in the attached SLO document

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

64% - 47% of students met the growth target  
Conversion chart included in the attached SLO document

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

46% - 0% of students met the growth target  
Conversion chart included in the attached SLO document

### 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	Monroe 2 BOCES developed Science 6 Assessment
7	District, regional or BOCES-developed assessment	Monroe 2 BOCES developed Science 7 Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Students will be given a pre and post assessment to measure their growth against District determined criteria. The District has identified bands of growth and a desired target according to the chart provided on the attached SLO document. The percent of students who meet the growth band target on their post assessment will be used to determine a teacher's HEDI rating. After the post assessments are given, teachers and administrators will calculate the percentage of students who met their target. The percentage will then be converted into a HEDI rating according to the conversion chart on the the attached document. Targets for Grade 8 will be collaboratively set between the teacher and principal after reviewing pre assessment data.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100% - 85% of students met the growth target Conversion chart included in the attached SLO document
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	84% - 65% of students met the growth target Conversion chart included in the attached SLO document
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	64% - 47% of students met the growth target Conversion chart included in the attached SLO document
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	46% - 0% of students met the growth target Conversion chart included in the attached SLO document

## 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	Monroe 2 BOCES developed Social Studies 6 Assessment
7	District, regional or BOCES-developed assessment	Monroe 2 BOCES developed Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	Monroe 2 BOCES developed Social Studies 8 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.	Students will be given a pre and post assessment to measure their growth against District determined criteria. The District has identified bands of growth and a desired target according to the chart provided on the attached SLO document. The percent of students who meet the growth band target on their post assessment will be used to determine a teacher's HEDI rating. After the post assessments are given, teachers and administrators will calculate the percentage of students who met their target. The percentage will then be converted into a HEDI rating according to the conversion chart on the the attached document.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100% - 85% of students met the growth target Conversion chart included in the attached SLO document
Effective (9 - 17 points) Results meet District goals for similar students.	84% - 65% of students met the growth target Conversion chart included in the attached SLO document
Developing (3 - 8 points) Results are below District goals for similar students.	64% - 47% of students met the growth target Conversion chart included in the attached SLO document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% - 0% of students met the growth target Conversion chart included in the attached SLO document

## 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	Monroe 2 BOCES Develeped Global 9 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre and post assessment to measure their growth against District determined criteria. The District has identified bands of growth and a desired target according to the chart provided on the attached SLO document. The percent of students who meet the growth band target on their post assessment will be used to determine a teacher's HEDI rating. After the post assessments are given, teachers and administrators will calculate the percentage of students who met their target. The percentage will then be converted into a HEDI rating according to the conversion chart on the the attached document.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100% - 85% of students met the growth target Conversion chart included in the attached SLO document
Effective (9 - 17 points) Results meet District goals for similar students.	84% - 65% of students met the growth target Conversion chart included in the attached SLO document
Developing (3 - 8 points) Results are below District goals for similar students.	64% - 47% of students met the growth target Conversion chart included in the attached SLO document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% - 0% of students met the growth target Conversion chart included in the attached SLO document

## 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.	Students will be given a pre and post assessment to measure their growth against District determined criteria. The District has identified bands of growth and a desired target according to the chart provided on the attached SLO document. The percent of students who meet the growth band target on their post assessment will be used to determine a teacher's HEDI rating. After the post assessments are given, teachers and administrators will calculate the percentage of students who met their target. The percentage will then be converted into a HEDI rating according to the conversion chart on the the attached document.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100% - 85% of students met the growth target Conversion chart included in the attached SLO document
Effective (9 - 17 points) Results meet District goals for similar students.	84% - 65% of students met the growth target Conversion chart included in the attached SLO document
Developing (3 - 8 points) Results are below District goals for similar students.	64% - 47% of students met the growth target Conversion chart included in the attached SLO document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% - 0% of students met the growth target Conversion chart included in the attached SLO document

## 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	Students will be given a pre and post assessment to measure their growth against District determined criteria. The District has identified bands of growth and a desired
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graphic at 2.11, below.	target according to the chart provided on the attached SLO document. The percent of students who meet the growth band target on their post assessment will be used to determine a teacher's HEDI rating. After the post assessments are given, teachers and administrators will calculate the percentage of students who met their target. The percentage will then be converted into a HEDI rating according to the conversion chart on the the attached document.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100% - 85% of students met the growth target Conversion chart included in the attached SLO document
Effective (9 - 17 points) Results meet District goals for similar students.	84% - 65% of students met the growth target Conversion chart included in the attached SLO document
Developing (3 - 8 points) Results are below District goals for similar students.	64% - 47% of students met the growth target Conversion chart included in the attached SLO document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% - 0% of students met the growth target Conversion chart included in the attached SLO document

## 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	Monroe 2 BOCES developed English 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Monroe 2 BOCES developed English 10 Assessment
Grade 11 ELA	Regents assessment	Grade 11 English 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.	Students will be given a pre and post assessment to measure their growth against District determined criteria. The District has identified bands of growth and a desired target according to the chart provided on the attached SLO document. The percent of students who meet the growth band target on their post assessment will be used to determine a teacher's HEDI rating. After the post assessments are given, teachers and administrators will calculate the percentage of students who met their target. The percentage will then be converted into a HEDI rating according to the conversion chart on the the attached document.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100% - 85% of students met the growth target Conversion chart included in the attached SLO document



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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/146905-TXEttx9bQW/NYS SLO Template\_1.doc*

## 2.12) Locally Developed Controls

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

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

*No adjustments made.*

## 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, July 16, 2012

Updated Monday, December 17, 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	6(ii) School wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4
5	6(ii) School wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4

6	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8
7	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8
8	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District-wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 15 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% of students See attached document
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 50% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49% See attached document

### 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	6(ii) School wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4
5	6(ii) School wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4

6	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8
7	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8
8	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8

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.	Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.)The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 15 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% See attached document
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 50% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49% See attached document

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/152546-rhJdBgDruP/Local Measures 15 or 20 points\_2.docx*

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

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

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	6(ii) School-wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4
1	6(ii) School-wide measure computed locally	State Assessments:3-5 Math, 3-5 ELA, Science 4
2	6(ii) School-wide measure computed locally	State Assessments:3-5 Math, 3-5 ELA, Science 4
3	6(ii) School-wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4

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.	Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District-wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 20 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% See attached document
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 47% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 46% See attached document

### 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	6(ii) School-wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4
1	6(ii) School-wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4
2	6(ii) School-wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4
3	6(ii) School-wide measure computed locally	State Assessments: 3-5 Math, 3-5 ELA, Science 4

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.	Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District-wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 20 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% See attached document
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 47% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 46% See attached document

### 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	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8
7	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8
8	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8

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.	Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District-wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 20 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% See attached document
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 47% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 46% See attached document

### 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	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8
7	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8
8	6(ii) School wide measure computed locally	State Assessments: 6-8 Math, 6-8 ELA, Science 8

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.	Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District-wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 20 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% See attached document
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 47% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 46% See attached document

### 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	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History
Global 2	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History
American History	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History

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.	Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District-wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 20 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% See attached document
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 47% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 46% See attached document

### 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	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History
Earth Science	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History
Chemistry	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History
Physics	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History

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.	Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District-wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 20 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 47% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 46% See attached document

### 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	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History
Geometry	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History
Algebra 2	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	-Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District-wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 20 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% See attached document
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 47% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 46% See attached document

### 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	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History
Grade 10 ELA	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History
Grade 11 ELA	6(ii) School wide measure computed locally	State Assessments: Algebra, Global Studies 10, Living Environment, English 11 and US History



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.	Achievement levels will be calculated by using the total number of students who took and passed any of the required State assessments divided by the total number of students taking the assessments to find a District-wide percent passing rate. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the 20 point HEDI rating scale to determine the local score for all teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	100% - 85% See attached document
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 47% See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 46% See attached document

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/152546-y92vNseFa4/Local Measures 15 or 20 points\_2.docx*

### 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.

None

### 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.

*Local measures will be calculated by using the total number of students in the District who took and passed any of the required State assessments, divided by the total number of students taking the assessments, to find a District-wide percent passing rate. The State assessments to be used include: 3-8 ELA and Math, Science 4 8, Algebra, Global Studies 10, Living Environment, English 11 and US History. (Passing is defined as receiving a Level 3 or 4 on Grades 3-8 State Assessments, 65 and above or the Safety Net, as defined by the State Regulations, on Regents Examinations.) The District will use a goal of 80% as an index to calculate a HEDI rating for all District teachers. The final District percentage passing rate, rounding up when necessary, will be applied to the attached 20/15 point HEDI rating scale to determine the local score for all teachers. All teachers will receive the same number of HEDI points.*

### 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, July 16, 2012

Updated Monday, December 17, 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.)

*NYSUT Teacher Practice Rubric*

*(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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

*The complete process is described on the attached document.*

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/5091/152559-eka9yMJ855/Other Measures of Effectiveness\_2.docx*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	HEDI Range 60 -59 Average Rubric Score 3.5 - 4.0
Effective: Overall performance and results meet NYS Teaching Standards.	HEDI Range 58.8 - 57 Average Rubric Score 2.5 - 3.4
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	HEDI Range 56.3 - 50 Average Rubric Score 1.5-2.4
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	HEDI Range 49 - 0 Average Rubric Score less than 1.5

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, July 16, 2012

Updated Monday, December 17, 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	60 - 59
Effective	58.8 - 57
Developing	56.3 - 50
Ineffective	49 - 0

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, July 16, 2012

Updated Monday, December 17, 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/5265/152565-Df0w3Xx5v6/TIP Template Final.doc](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Limited to unit members receiving an ineffective or developing rating on a composite score.

2. Does not diminish Board of Education (BOE) ability to terminate probationary teachers, except on performance as complies with Education Law 3012c.

3. Procedure is limited to the scope of the APPR per Education Law, Commissioner Regulations, and locally negotiated APPR procedures.
4. Only one appeal per performance review is allowed. Issues that are not raised initially in the written appeal document are waived.
5. Appeals are submitted in writing by the unit member to their immediate supervisor(s) within 10 work days of receiving their performance review. The immediate supervisor(s) has 5 work days to either resolve the issues raised in the appeal with the unit member or to provide the unit member with a written response to the appeal.
6. If the immediate supervisor's response is unsatisfactory to the GCTA member, the unit member has 5 work days to submit a copy of the appeal to the Assistant Superintendent of Administration and Personnel. The unit member must indicate if they want their appeal to go directly to the Superintendent for review or have an APPR Appeals Committee review their case prior to the Superintendent review.
7. Upon receipt of the appeal, the Assistant Superintendent of Administration and Personnel has 2 work days to notify the union president, the Superintendent and the immediate supervisor(s), who issued the review, of the unit member's submission.
8. In the event the unit member requests a review by an APPR Appeals Committee, the GCTA President or designee and the Assistant Superintendent of Administration and Personnel shall collaboratively identify the APPR Appeals Committee members and establish a date for the first meeting. The APPR Appeals Committee shall consist of two GCTA representatives and two Administrators. At least one of the GCTA representatives must be a GCTA Officer or member of the GCTA Cabinet. The APPR Appeals Committee should also have one GCTA and Administrative representative who are at the same Educational level (i.e., High School, Middle School, or Elementary) as the member who filed the appeal. All members of the committee must be rated as Effective or Highly Effective on the Teacher/Principal rubric.
9. The immediate supervisor(s) who issued the APPR overall rating has 10 work days to submit any additional documentation to the Assistant Superintendent of Administration and Personnel. The response must include all supporting documentation or written materials specific to the points of disagreement. Information not submitted at the time the response is filed, shall not be considered in the deliberations related to the appeal. The GCTA unit member shall receive a copy of the supervisor's response and documentation.
10. If the end of the school year occurs during any of the time frames above, the unit member has 5 work days after the start of the next school year to initiate or resume with the appeals process.
11. The APPR Appeals Committee shall be an advisory committee only and will not render a decision on the appeal. The committee's advisory recommendation shall be used by the Superintendent for consideration during final review of the appeal.
12. Prior to rendering a decision, the Superintendent or the appealing GCTA member may request a meeting. The meeting may include, but is not limited to, the immediate supervisor who issued the performance review and a GCTA Officer/Building Rep.
13. A written decision shall be made by the Superintendent no later than 45 calendar days from the date the GCTA member filed the appeal. All documentation, including meeting documentation, shall be incorporated in the final appeal decision.

## 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.

*Monroe 2-Orleans BOCES serves as our Network Team and has provided the required training and certification to our full administrative team after each Albany Network Team Meeting. All District and building administrators completed the required training last school year and will complete the recertification training through Monroe 2 Orleans BOCES this year. Monroe 2 Orleans BOCES will also provide inter-rater reliability training for all administrators in the District.*

*In addition to the training provided by Monroe 2 Orleans BOCES, administrators are attending monthly meetings which include inter-rater reliability activities. Activities have included and will continue to include; practice in evidence collection using video taped lessons, reviewing and discussing actual observation documents, conducting co-observations and walk-throughs, completing an in-depth study of the NYSUT rubric, developing SLO exemplars and using training information and documents provided by Monroe 2 Orleans BOCES.*

*In addition, the Superintendent and Assistant Superintendent for Instruction will monitor administrators' practices through observations, conversations and document review. The Superintendent and Assistant Superintendent for Instruction hold monthly meetings with each administrator, individually and collectively. These meetings are used to attend to various areas in need of attention*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
-

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, July 17, 2012

Updated Monday, December 17, 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):

Walt Disney Elementary, K - 5
Paul Road Elementary, K - 5
Brasser Elementary, K - 5
Neil Armstrong Elementary, K - 5
Gates Chili Middle School, 6 - 8
Gates Chili High School, 9 - 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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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.

*Not Applicable*

## 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 Tuesday, July 17, 2012

Updated Monday, December 17, 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
K-5	(d) measures used by district for teacher evaluation	NYS Assessments in Grades 3-5 ELA and Math, Science 4
6-8	(d) measures used by district for teacher evaluation	NYS Assessments in Grades 6-8 ELA and Math, Science 8
9-12	(d) measures used by district for teacher evaluation	NYS Assessments in Algebra I, ELA 11, Global Studies, Living Environment, and American History

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.	Achievement levels will be determined by using the required State assessment results in grades 3-11 including ELA (Gr. 3-8), Math (Gr. 3-8), Science (4 and 8), Algebra I, ELA, Global Studies, Living Environment and American History. (The percent of students taking and passing (level 3 or 4), 65 or meeting Safety Net requirements) the required State assessments will be calculated for the 2012-2013 school year.) Given that last year's passing rate was 72.04, the District has set a goal of 80% passing for the 2012-2013 school year.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% (See attached document)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84% - 65% (See attached document)

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 50% (See attached document)
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Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 0% (See attached document)
--	----------------------------------

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

*(No response)*

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

[assets/survey-uploads/5366/152903-qBFVOWF7fC/GC.APPR.Local.Selected.Measures.Summary.Chart.Pts20.15-12.16.\\_12.pdf](assets/survey-uploads/5366/152903-qBFVOWF7fC/GC.APPR.Local.Selected.Measures.Summary.Chart.Pts20.15-12.16._12.pdf)

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

**In the table below, list all of the grade configurations 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
K-5	(d) measures used by district for teacher evaluation	NYS Assessments in Grades 3-5 ELA and Math, Science 4
6-8	(d) measures used by district for teacher evaluation	NYS Assessments in Grades 6-8 ELA and Math, Science 8
9-12	(d) measures used by district for teacher evaluation	NYS Assessments in Algebra , ELA 11, Global Studies, Living Environment, and American History

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.	Achievement levels will be determined by using the required State assessment results in grades 3-11 including ELA (Gr. 3-8), Math (Gr. 3-8), Science (4 and 8), Algebra I, ELA, Global Studies, Living Environment and American History. The percent of students taking and passing (Level 3 or 4), 65 or meeting Safety Net requirements) the required State assessments will be calculated for the 2012-2013 school year. Given that last year's passing rate was 72.04, the District has set a goal of 80% passing for the 2012-2013 school year.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 85% (see attached document)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	84% - 65% (see attached document)

for grade/subject.

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

64% - 50% (see attached document)

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

49% - 0% (see attached document)

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

*(No response)*

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

*assets/survey-uploads/5366/152903-T8MIGWUVm1/Gates.Chili APPR.Local Measures.App.D,20.15.pts 12.16.12.pdf*

### 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.

*None at this time.*

### 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.

*Not Applicable*

### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Monday, July 16, 2012

Updated Monday, December 17, 2012

## 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
---	----

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	Checked
9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

### 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 Superintendent (Lead Evaluator)/Assistant Superintendent of Instruction (ASI) (Evaluator) will make at least 3 visits, with meetings, to the principal's building for at least one hour each for the sole purpose of supervision, evaluation and collecting and reviewing evidence. Two of the visits will be mutually agreed upon, one visit will be unannounced and all visits will include feedback from the evaluator. In January, if the Superintendent has concerns or feels the need to collect more evidence a meeting will be held. At the two mutually agreed upon meetings, evidence will be provided by the principals for the purpose of review.*

*The total number of assigned points shall be allocated as follows:*

- Domain 1 - Shared Vision of Learning (10 points);*
- Domain 2 - School Culture and Instructional Program (20 points);*
- Domain 3 - Safe, Efficient, Effective Learning Environment (10 points);*
- Domain 4 - Community (5 points);*
- Domain 5 - Integrity, Fairness, Ethics (10 points);*
- Domain 6 - Political, Social, Economic, Legal and Cultural Context (5 points).*

*Points in each domain will be awarded by the Lead Evaluator/Evaluator based up multiple measures of evidence collection and application to the Multidimensional Principal Performance Rubric. Evidence will be collected through school visits, walkthroughs, observations, reflective instructional and leadership conversations, examination of building data and collaborative analysis/review and learning environment, school culture and other areas as indicated on the rubric. The points for each domain will be awarded with differentiation for Highly Effective, Effective, Developing and Ineffective.*

*Please see the attached chart for the Multi-Dimensional Principal Performance Chart*

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

*assets/survey-uploads/5143/152568-pMADJ4gk6R/Gates.Chili Multi.Dim. Scoring Chart 12.16.12.pdf*

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

Highly Effective: Overall performance and results exceed standards.

Total number of points will be awarded if rated highly effective will be 59 -60.

Effective: Overall performance and results meet standards.	Total number of points will be awarded if rated effective will be 57 -58.
Developing: Overall performance and results need improvement in order to meet standards.	Total number of points will be awarded if rated developing will be 55 -56.
Ineffective: Overall performance and results do not meet standards.	Total number of points will be awarded if rated ineffective will be 0 - 54.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60-59
Effective	58-57
Developing	56-55
Ineffective	54-0

## 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	1
By trained independent evaluator	0
Enter Total	3

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, October 22, 2012

Updated Monday, December 17, 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	Rubric 59 -60
Effective	Rubric 57 - 58
Developing	Rubric 55 - 56
Ineffective	Rubric 0 - 54

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 Tuesday, July 17, 2012

Updated Monday, December 17, 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/5276/152884-Df0w3Xx5v6/GCCSD APPR Principal Improvement Plan.pdf](#)

### 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:

*GATES CHILI CENTRAL SCHOOL DISTRICT  
APPEALS PROCEDURE*

*I. Appeals Process Overview*

*General*

*A. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related*

*the annual professional performance review described herein.*

*B. The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review an annual professional performance review. To the extent that a conflict exists between any negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.*

*C. A principal's right to appeal is triggered by receipt of their composite score and rating on the APPR or the issuance or implementation of an improvement plan.*

*D. A tenured principal who receives an overall rating of "ineffective" or "developing" may appeal his or her performance review. A non-tenured principal can appeal an ineffective rating. Ratings of "highly effective" or "effective" cannot be appealed.*

*E. 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 adherence to the standards and methodologies required for such reviews;*

*3. The adherence to the Commissioner's regulations, as applicable to such reviews;*

*4. Compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan; and*

*5. The issuance and/or implementation of the terms of the Principal Improvement Plan (PIP) issue pursuant to this agreement for an overall rating of ineffective or developing.*

*F. A principal may not file multiple appeals regarding the same performance review or issuance of an improvement plan, though the implementation of an improvement plan may be the basis for multiple appeals.*

*G. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.*

*H. The burden of proof in any appeal shall be on the principal.*

## *II. Appeals Process Procedure*

*A. All appeals shall be filed in writing. The act of personally providing a copy of the appeal to the Superintendent's Office will constitute filing. Personal delivery may be made by the principal or an Association officer.*

*B. Appeals concerning a performance review (not an appeal of an improvement plan) must be received in the Office of the Superintendent no later than September 15 of a given school year. If NYSED has not submitted test scores in a timely manner and the September 1 composite score submission deadline is not met, principals will have 10 business days from receipt of said scores or composite effective score to appeal their rating. The failure to submit an appeal within this time frame shall result in a waiver of the principal's right to appeal that performance review.*

*C. If a principal is challenging the issuance of a Principal Improvement Pplan, appeals must be filed within five (5) business days of issuance of such plan. The plan will be in effect pending any appeal.*

*D. An appeal of the implementation of an improvement plan shall be within five (5) business days of the failure of the District to implement any component of the plan. The plan will be in effect pending any appeal.*

*E. 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 must also be submitted with the appeal. Any information that is not submitted at the time the appeal is filed shall not be considered on behalf of the principal in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall provide a copy to the Superintendent's Office, along with any additional information submitted with the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.*

*F. Within ten (10) business days of receipt of the material listed in Section E, above, 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. The District must also submit this material and all of the principal's material to the designated reviewer within the 10 business day period.*

*G. No additional information may be submitted by either party at any time after the District submits the parties' information and any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.*

*H. Within five business days of the District's response, a single individual hearing officer (who will be mutually chosen by the Superintendent and Association President from a list of three hearing officers agreed upon at the beginning of the academic year) will make a decision on the appeal.*

*I. The hearing officer for a specific appeal hearing will be assigned on a rotating basis from the agreed upon list, or will be selected based on agreement of the parties.*

*J. The parties agree that the materials submitted by the principal and the District will be forwarded to the Hearing Officer by the District. The District will also provide a copy to the principal. The Hearing Officer will decide the appeal, based on the written submissions provided by the District.*

*K. The Hearing Officer's decision shall be a final decision.*

*L. 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 or set aside the District's rating or improvement plan. A copy of the decision shall be provided to the*

principal and the Superintendent.

M. If the appeal is sustained, the original performance review shall be revised by the Superintendent to provide an overall composite rating of 75 for a HEDI rating of Effective.

N. The principal's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

O. 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 or other legal procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

P. All costs of the appeals process shall be the responsibility of each party. If the appeal is sustained, the cost of the Hearing Officer is paid by the District. However, if the appeal is denied, the cost of the Hearing Officer is shared equally between two parties.

Q. 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 ten (10) 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.

R. 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 ten (10) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

### III. Miscellaneous

• In the event the law changes, including by legislation or court decision/order, the parties shall meet with 15 days of the date such change is enacted to discuss revisions to this procedure.

The parties further agree to add a new Section to the Grievance Procedure of the Collective Bargaining Agreement stating as follows:

• "Nothing regarding the APPR language or APPR/PIP Appeal Procedure shall be grievable under this Article. The Association and District intend and agree that any and all matters pertaining to the APPR/PIP process shall not be subject to the contractual grievance/arbitration procedure."

## 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.

The Superintendent will be the Lead Evaluator with the Assistant Superintendent For Instruction (ASI) assisting. The Superintendent and Assistant Superintendent have attended ongoing required training provided by Monroe 2 BOCES and LEAF (Leadership for Educational Achievement Foundation) through the NYS Council of School Superintendents (NYSCOSS). Our District also subscribes to the LEAF Professional Development Service for support of related supplemental materials including web-based resources, video clips, book studies, and webinars. Our District's principals have attended ongoing training sessions on Principal Evaluation and Teacher Evaluation. Each principal has also received additional training in data analysis, collaborative inquiry, inter-rater reliability and instructional leadership. Over the past 15 months, our Lead Evaluator/Evaluators have invested over nine and one-half days of training on Supervision and Evaluation professional development. Throughout the school year, in an ongoing basis, high quality training on these evaluation and supervision elements occur at our bi-weekly District Administrative meetings and in our three, 3-hour evening administrative seminars.

The Gates Chili District will continue to use our local Monroe 2 BOCES and LEAF as a primary provider of our ongoing professional development. We are ensuring that specific training is provided on the understanding and use of the Multidimensional Principal Performance Rubric (Principals) and NYSUT Rubric (Teachers). This training provides support for the principals, Assistant Superintendent of Instruction, and Superintendent on the use and implementation of the Rubrics, and improved professional practice. This training is being attended by our District team of all principals, assistant superintendent (ASI) and superintendent.

This training will include the following "Required Training Elements for Lead Evaluators/Evaluators":

- New York State Teaching Standards and ISSLC Standards;
- Application and use of the State-approved teacher/principal Rubrics;
- Evidenced based observations techniques;
- Application and use of the Student Growth Model and Value Added Growth Model;
- Use of the Statewide Instructional Reporting System;
- Application and use of assessment tools;
- Specific considerations in the evaluation of teachers and principals of students with disabilities and English language learners (ELLs);
- Scoring methodology and inter-rater reliability for evaluation of teachers and principals

*The District will ensure that training with our Monroe 2 BOCES Network Team re-certifies our Lead Evaluators/Evaluators on an annual basis to insure validity, inter-rater reliability and high quality implementation for our teacher and principal evaluation systems.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
-

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, July 17, 2012

Updated Monday, December 17, 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/5581/152907-3Uqgn5g9Iu/GC..APPR.Submission.Signatures.12.16\\_12.pdf](assets/survey-uploads/5581/152907-3Uqgn5g9Iu/GC..APPR.Submission.Signatures.12.16_12.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.

# Gates Chili Student Learning Objective (Goal) Template

Together we teach and inspire excellence for all learners.



Teacher Name: \_\_\_\_\_

Course: \_\_\_\_\_

Population	<p><i>These are the students assigned to the course section in this SLO. Hard copy of class list and pre-assessment results are required at your goals meeting.</i></p> <p><b>Describe your student population:</b></p>
Learning Content	<p>The Learning Content is aligned to District curriculum and State Common Core Literacy and Content Standards which can be found in District curriculum documents.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered?</i></p> <p>Check one: <input type="checkbox"/> Full Year    <input type="checkbox"/> Semester    <input type="checkbox"/> Trimester    <input type="checkbox"/> Quarter    <input type="checkbox"/> Direct Service    <input type="checkbox"/> Indirect Service</p>
Evidence	<p><i>What specific assessment/evidence will be used to measure this SLO?</i></p> <p>Check one: <input type="checkbox"/> NY State Assessment    <input type="checkbox"/> BOCES Regionally Approved Assessment</p> <p><b>Describe other assessments and/or evidence you will use throughout the year to measure student progress/growth.</b></p>
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period? What conclusions can be drawn from the pre-assessment results, last year's academic records, and observations during the first month of instruction? Identify strengths, needs, gaps in learning and other relevant information.</i></p> <p><b>Describe your conclusions:</b></p>
Target(s)	<p><i>What is the expected outcome (target) of students' level of knowledge, of the learning content, at the end of the instructional period?</i></p>

80% of the student population will meet the expected growth band as set by the District.

Pre Assessment Score	0-25%	26-54%	55-64%	65-84%	85-100%
Target Score for Post Assessment, Local(Regents Exam)	26-54(%)	55-64(%)	65-84(%)	85-100(%)	85-100(%)

*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

The percentage of students who meet the District's target.

HEDI Scoring

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	83-84	80-82	77-79	74-76	71-73	68-70	67	66	65	62-64	59-61	56-58	53-55	50-52	47-49	44-46	41-43	<=40

Rationale And Teacher's Actions

*Considering your student population, assessment data, and NYS Teaching Standards describe the actions you will take and strategies you will use to support your students in reaching their Student Learning Objective and mastering the content. You may want to include Professional Development, Department/Grade level efforts, formative/summative assessments, or other relevant information.*

**Describe strategies and action steps:**

Midyear Goals Reflection

End of Year Goals Reflection

All teachers and principals will receive the same rating for the local portion of the APPR. An achievement level will be determined by using the required State assessment results in grades 3-11. These State assessments include; 3-8 Math, 3-8 ELA, Science 4 & 8, Algebra, Global Studies 10, Living Environment, English 11 and US History. The percent of the total number of students taking and passing, (Level 3 or 4, above 65 or State approved Safety Net), any of the required State assessments will be calculated for the 2012-2013 school year. Given that last year's passing rate was 72.04, the District has set a goal of 80% passing for the 2012-2013 school year. Using this goal as the index the District will calculate the HEDI rating according to the chart below.

20 Point Chart for teachers using Student Learning Objectives

HEDI Rating	Percentage of students passing
20	100-95
19	94-91
18	90-85
17	84-83
16	82-80
15	79-77
14	76-74
13	73-71
12	70-68
11	67
10	66
9	65
8	64-62
7	61-59
6	58-56
5	55-53
4	52-50
3	49-47
2	46-44
1	43-41
0	40-0

15 Point Chart for teachers receiving a State Growth Score

HEDI Rating	Percentage of students passing
15	100-93
14	92-85
13	84-80
12	79-77
11	76-74
10	73-71
9	70-68

8	67-65
7	64-62
6	61-59
5	58-56
4	55-53
3	52-50
2	49-45
1	44-41
0	40-0

All teachers and principals will receive the same rating for the local portion of the APPR. An achievement level will be determined by using the required State assessment results in grades 3-11. These State assessments include; 3-8 Math, 3-8 ELA, Science 4 & 8, Algebra, Global Studies 10, Living Environment, English 11 and US History. The percent of the total number of students taking and passing, (Level 3 or 4, above 65% or State approved Safety Net), any of the required State assessments will be calculated for the 2012-2013 school year. Given that last year's passing rate was 72.04, the District has set a goal of 80% passing for the 2012-2013 school year. Using this goal as the index the District will calculate the HEDI rating according to the chart below.

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16	82-80
15	79-77
14	76-74
13	73-71
12	70-68
11	67
10	66
9	65
8	64-62
7	61-59
6	58-56
5	55-53
4	52-50
3	49-47
2	46-44
1	43-41
0	40-0

15 Point Chart for teachers receiving a State Growth Score

HEDI Rating	Percentage of students passing
15	100-93
14	92-85
13	84-80
12	79-77
11	76-74
10	73-71
9	70-68

8	67-65
7	64-62
6	61-59
5	58-56
4	55-53
3	52-50
2	49-45
1	44-41
0	40-0

## Other Measures of Effectiveness

### Method of Rating

The NYSUT Rubric will be used with an official rating being given at the end of the year. A teacher will be rated in each standard area as Highly Effective, Effective, Developing or Ineffective and given a score of 1, 2, 3 or 4 with 1 being ineffective and 4 being highly effective. The 7 scores will be averaged together and the average score will then be applied to the index shown below to determine the number of points awarded. Composite Scores will be rounded to the closest whole number if necessary. For example, a teacher who is rated as effective on all 7 standards would have an average score of 3.0 and be awarded 58 points.

Rubric Average	Composite Score	Rubric Average	Composite Score
4	60	2.4	56.3
3.9	60	2.3	55.6
3.8	59.8	2.2	54.9
3.7	59.5	2.1	54.2
3.6	59.3	2.0	53.5
3.5	59	1.9	52.8
3.4	58.8	1.8	52.1
3.3	58.6	1.7	51.4
3.2	58.4	1.6	50.7
3.1	58.2	1.5	50
3.0	58	1.4	49
2.9	57.8	1.3	37
2.8	57.6	1.2	25
2.7	57.4	1.1	12
2.6	57.2	1.0	0
2.5	57		

NYSUT recommended index

### Process

In the fall, principals will meet with teachers to set goals, discuss student learning objectives and review the NYSUT rubric. Throughout the year principals will conduct multiple observations and walk throughs, announced and unannounced, to collect evidence and provide written feedback to a teacher regarding their progress toward meeting standards. The OAYSIS program will be used to save and manage evidence collected and/or provided during the year. In the winter, principals will conduct Mid Year Goals Conferences with teachers to review evidence collected to date, areas of strength and needs, and to discuss progress toward meeting each standard. At the end of the year principals will provide each teacher with a rating for each of the 7 standard areas according to the evidence collected throughout the year.



**Appendix B**  
**GATES CHILI CENTRAL SCHOOL DISTRICT**

**B.1 - Scoring Bands for Multidimensional Rubric & Conversion Chart for 60% other measure (Rubric),**

<b>Multidimensional Rubric Appendix B</b>					
		Scoring Bands			
<b>Domain</b>	<b>Total Possible</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
1	10	0-6	7	8-9	10
2	20	0-12	13-14	15-18	19-20
3	10	0-6	7	8-9	10
4	5	0-2	3	4	5
5	10	0-6	7	8-9	10
6	5	0-2	3	4	5
<b>Conversion Chart</b>					
<b>Rubric Score</b>	<b>Composite</b>	<b>HEDI Rating</b>	<b>Rubric Score</b>	<b>Composite</b>	<b>HEDI Rating</b>
0	0	Ineffective	31	54	Developing
1	1-2	Ineffective	32	54	Developing
2	3-4	Ineffective	33	55	Developing
3	5-7	Ineffective	34	55	Developing
4	8-10	Ineffective	35	55	Developing
5	11-13	Ineffective	36	55	Developing
6	14-16	Ineffective	37	56	Developing
7	17-19	Ineffective	38	56	Developing
8	20-22	Ineffective	39	56	Developing
9	23-25	Ineffective	40	56	Developing
10	26-28	Ineffective	41	57	Effective
11	29-31	Ineffective	42	57	Effective
12	32-34	Ineffective	43	57	Effective
13	35-37	Ineffective	44	57	Effective
14	38-40	Ineffective	45	57	Effective
15	41-43	Ineffective	46	57	Effective
16	44-46	Ineffective	47	58	Effective
17	47-49	Ineffective	48	58	Effective
18	50	Developing	49	58	Effective
19	50	Developing	50	58	Effective
20	51	Developing	51	58	Effective
21	51	Developing	52	58	Effective
22	52	Developing	53	58	Effective
23	52	Developing	54	59	Highly Effective
24	52	Developing	55	59	Highly Effective
25	53	Developing	56	59	Highly Effective
26	53	Developing	57	60	Highly Effective
27	53	Developing	58	60	Highly Effective
28	53	Developing	59	60	Highly Effective
29	54	Developing	60	60	Highly Effective
30	54	Developing			

**Appendix B**

**B.2 - Other Measures of Effectiveness Multidimensional Principal Performance Rubric**

Circle the point total in each domain that most effectively reflects the performance of the principal. Add the total number of points to yield one total score for Other Measures of Effective. The lowest possible score in 0 and the highest is 60.

**Domain 1 – Shared Vision of Learning (10)**

INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Ineffective in creating a shared vision	Need to improve in creating a shared vision of learning	A strong performance in creating a shared vision of learning	An exemplary performance in creating a shared vision of learning
0 1 2 3 4 5 6	7	8 9	10

**Domain 2 – School Culture and Instruction Program (20)**

INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Ineffective in creating a positive school culture and instructional program	Need to improve in creating a positive school culture and instructional program	A strong performance in creating a positive school culture and instructional program	An exemplary performance in creating a positive school culture and instructional program
0 1 2 3 4 5 6 7 8 9 10 11 12	13 14	15 16 17 18	19 20

**Domain 3 – Safe, Efficient, Effective Learning Environment (10)**

INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Ineffective in creating a safe, efficient and effective learning environment	Need to improve in creating a safe, efficient and effective learning environment	A strong performance in creating a safe, efficient and effective learning environment	An exemplary performance in creating a safe, efficient and effective learning environment
0 1 2 3 4 5 6	7	8 9	10

Domain 4 – Community (5)

INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Ineffective in creating a sense of school community	Need to improve in creating a sense of school community	A strong performance in creating a sense of school community	An exemplary performance in creating a sense of school community
0            1            2	3	4	5

Domain 5 – Integrity, Fairness, Ethics (10)

INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Ineffective in reflecting integrity, fairness and ethics	Need to improve integrity, fairness and ethics	A strong sense of integrity, fairness and ethics	An exemplary sense of integrity, fairness and ethics
0   1   2   3   4   5   6	7	8            9	10

Domain 6 – Political, Social, Economic, Legal and Cultural Context (5)

INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Ineffective in reflecting and creating a political, social, economic, legal and cultural context	Need to improve in reflecting and creating a political, social, economic, legal and cultural context	A strong performance in reflecting and creating a political, social, economic, legal and cultural context	An exemplary performance in reflecting and creating a political, social, economic, legal and cultural context
0            1            2	3	4	5

TOTAL NUMBER OF POINTS: \_\_\_\_\_

0-60 POSSIBLE

**RATINGS:**

**54-60 Highly Effective**

**41-53 Effective**

**18-40 Developing**

**0- 17 Ineffective**

# **GATES CHILI CENTRAL SCHOOL DISTRICT**

## **LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT**

All teachers and principals will receive the same rating charts for the local portion of the APPR for 2012 - 2013. Achievement levels will be determined by using the required State assessment results in grades 3-11.

Achievement levels will be determined by using the required State assessment results in grades 3-11 including ELA (Gr. 3-8), Math (Gr. 3-8), Science (4 and 8), Algebra I, ELA, Global Studies, Living Environment and American History. The percent of students taking and passing the required State assessments will be calculated for the 2012-2013 school year. Given that last year's passing rate was 72.04, the District has set a goal of 80% passing for the 2012-2013 school year.

The principals will receive a local measure score consistent with the measures, scoring bands, and conversion charts used for teachers in the Gates Chili Central School District utilizing the 20 Point Conversion Chart (20%) with no Value-Added Measures of achievement included.

Highly Effective (18 - 20 points)	• 100% - 85% of students
Effective (9- 17 points)	• 84% - 65% of students
Developing (3 - 8 points)	• 64% - 47% of students
Ineffective (0 - 2 points)	• 46% - 0% of students

If there is an approved Value-Added Measure of Student Achievement, the principals will receive a local measure score which utilizes the 15 point Conversion Chart (15%) if used by the teachers in the Gates Chili Central School District for the year.

Highly Effective (14 - 15 points)	• 100% - 85% of students
Effective (8- 13 points)	• 84% - 65% of students
Developing (3 - 7 points)	• 64% - 50% of students
Ineffective (0 - 2 points)	• 49% - 0% of students

Using the above Local Measures Charts of Student Achievement as the index, the District will calculate the HEDI rating according to the detailed charts provided in Appendix D.

## **Appendix D**

### **GATES CHILI CENTRAL SCHOOL DISTRICT**

#### **Scales for the Local Measures of Student Achievement**

All teachers and principals will receive the same rating for the local portion of the APPR. An achievement level will be determined by using the required State assessment results in grades 3-11. These State assessments include; 3-8 Math, 3-8 ELA, Science 4 & 8, Algebra, Global Studies 10, Living Environment, English 11 and US History. The percent of the total number of students taking and passing, (Level 3 or 4, above 65 or State approved Safety Net), any of the required State assessments will be calculated for the 2012-2013 school year. Given that last year's passing rate was 72.04, the District has set a goal of 80% passing for the 2012-2013 school year. Using this goal as the index the District will calculate the HEDI rating according to the chart below.

#### **Local Measures of Student Achievement for the 20 Point Scale Summary:**

Highly Effective (18 - 20 points)	<ul style="list-style-type: none"><li>• 100% - 85% of students</li></ul>
Effective (9- 17 points)	<ul style="list-style-type: none"><li>• 84% - 65% of students</li></ul>
Developing (3 - 8 points)	<ul style="list-style-type: none"><li>• 64% - 47% of students</li></ul>
Ineffective (0 - 2 points)	<ul style="list-style-type: none"><li>• 46% - 0% of students</li></ul>

**Local Measures of Student Achievement for the 20 Point Scale Summary for use with no Value Added measure of Student Growth**

HEDI Rating	Percentage of students passing
20	100-95
19	94-91
18	90-85
17	84-83
16	82-80
15	79-77
14	76-74
13	73-71
12	70-68
11	67
10	66
9	65
8	64-62
7	61-59
6	58-56
5	55-53
4	52-50
3	49-47
2	46-44
1	43-41
0	40-0

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

Highly Effective (14 - 15 points)	<ul style="list-style-type: none"> <li>• 100% - 85% of students</li> </ul>
Effective (8- 13 points)	<ul style="list-style-type: none"> <li>• 84% - 65% of students</li> </ul>
Developing (3 - 7 points)	<ul style="list-style-type: none"> <li>• 64% - 50% of students</li> </ul>
Ineffective (0 - 2 points)	<ul style="list-style-type: none"> <li>• 49% - 0% of students</li> </ul>

**Local Measures of Student Achievement for the 15 Point Scale Summary for use with Value Added measure of Student Growth**

HEDI Rating	Percentage of students passing
15	100-93
14	92-85
13	84-80
12	79-77
11	76-74
10	73-71
9	70-68
8	67-65
7	64-62
6	61-59
5	58-56
4	55-53
3	52-50
2	49-45
1	44-41
0	40-0

# Gates Chili School District Teacher Improvement Plan

Teacher  
Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Evaluator  
Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Building: \_\_\_\_\_

Start and  
End date of  
Plan : \_\_\_\_\_

GOALS	MAJOR ACTIONS	PROJECTED OUTCOMES	Evidence	Reflections	Reflections
<u>Principal completes:</u> Goals should be specific and reflect the Standard area in need of improvement.	<u>Teacher completes:</u> Actions should include curriculum, instruction and assessment actions as well as professional development actions.	<u>Principal completes:</u> Outcomes should clearly articulate the new behavior and action that can be observed and documented.	<u>Teacher completes:</u> Evidence should include actual documents, data and reflections that can be produced to support outcome achievement.	<u>Both complete:</u> Mid Point Reflections	<u>Both complete:</u> End of Plan Reflections



# Appendix E

## GCCSD Principal Improvement Plan Form

(To be completed jointly by the principal and the superintendent within 10 days from the opening of classes in the school year following the performance year.)

Name: \_\_\_\_\_

School: \_\_\_\_\_

School year plan is based on: \_\_\_\_\_

Ensuing school year: \_\_\_\_\_

Date of PIP Conference: \_\_\_\_\_

<b>AREA(S) NEEDING IMPROVEMENT</b>  Improvement Goal & Outcome Statement	<b>ACTION PLAN</b>  Specific steps, activities, and resources to be provided.	<b>TIMELINE FOR COMPLETION</b>	<b>EVIDENCE</b>  Method for determining progress toward the goal & Outcome statement

Principal's Comments:

**Superintendent's Comments:**

**Evaluation Date of PIP:** \_\_\_\_\_

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

**Association Representative Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**For the District** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mark C. Davey, Ed.D., Superintendent**

**For the Association** \_\_\_\_\_ **Date** \_\_\_\_\_

**Gerard E. Iuppa, Administrators' Association**

**For the Association** \_\_\_\_\_ **Date** \_\_\_\_\_

**Peter J. Hens, Administrators' Association**

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

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

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

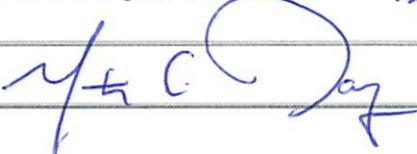
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

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

**Signatures, dates**

Superintendent Signature: Date: 12/14/12



Teachers Union President Signature: Date: 12/14/12



Administrative Union President Signature: Date: 12/14/2012



Board of Education President Signature: Date: 12/14/2012

