



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 4, 2012

Trina S. Newton, Superintendent
Geneva City School District
400 West North Street
Geneva, NY 14456

Dear Superintendent Newton:

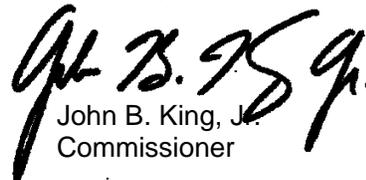
Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Joseph J. Marinelli

NOTE: 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.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 21, 2012

Trina S. Newton, Superintendent
Geneva City School District
400 West North Street
Geneva, NY 14456

Dear Superintendent Newton:

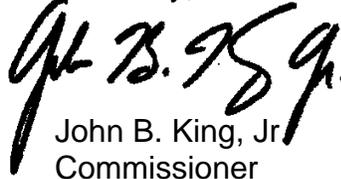
Please be advised that in Tasks 6.3 and 11.3 of your Annual Professional Performance Review (APPR) submission, your appeals procedures for teachers and principals includes the following language – *“The timeframes referred to herein may be extended by mutual agreement of the parties.”*

Section 3012-c of the Education Law and Section 30-2.12 of the Rules of the Board of Regents requires appeal procedures to provide for the timely and expeditious resolution of an appeal.

We note that in the district certification form of your APPR plan, you and your union have provided the following assurance - *“Assurance that the district or BOCES has appeal procedures that are consistent with regulations and that they provide for timely and expeditious resolution of appeal.”*

In accordance with this assurance, please be advised we have approved your plan on the assumption that any extensions granted will ensure that the resolution of any appeal will be timely and expeditious in accordance with Section 3012-c of the Education Law.

Sincerely,



John B. King, Jr.
Commissioner

c: Joseph J. Marinelli

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012

Updated Tuesday, September 04, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

430700010000

1.2) School District Name:

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

GENEVA CITY SD

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):

-
- Performance Improvement Grant
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012-14

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

Created Tuesday, May 22, 2012

Updated Tuesday, September 04, 2012

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	Monroe1/WFL BOCES developed K ELA Benchmark Assessment
1	District, regional, or BOCES-developed assessment	Monroe1/WFL BOCES developed Grade 1 ELA Benchmark Assessment
2	District, regional, or BOCES-developed assessment	Monroe1/WFL BOCES developed Grade 2 ELA Benchmark 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.	All staff will be required to identify a percentage of their students to improve their preassessmt score by the average acceptable growth in performance for comparable students in their class or building. See SLO conversion chart. after the teacher has completed the population, learning content, interval of instructional time, evidence, baseline, and target fields in the SLO template. The teacher will conference with the principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.

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	Monroe1/WFL BOCES developed K MATH Benchmark Assessment
1	District, regional, or BOCES-developed assessment	Monroe1/WFL BOCES developed grade 1 Math Benchmark Assessment
2	District, regional, or BOCES-developed assessment	Monroe1/WFL BOCES developed grade 2 Math Benchmark AssessmentAcuity
	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.	All staff will be required to identify a percentage of their students to improve their preassessmt score by the average acceptable growth in performance for comparable students in their class or building. See SLO conversion chart. after the teacher has completed the population, learning content, interval of instructional time, evidence, baseline, and target fields in the SLO template. The teacher will conference with the principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.

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	WFL BOCES developed grade 6 Science Benchmark Assessment
7	District, regional or BOCES-developed assessment	WFL BOCES developed grade 7 Science Benchmark 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.	All staff will be required to identify a percentage of their students to improve their preassessment score by the average acceptable growth in performance for comparable students in their class or building. See SLO conversion chart. after the teacher has completed the population, learning content, interval of instructional time, evidence, baseline, and target fields in the SLO template. The teacher will conference with the principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See the SLO conversion Chart that has been uploaded.

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
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6	District, regional or BOCES-developed assessment	WFL BOCES developed grade 6 Social Studies Benchmark Assessment
7	District, regional or BOCES-developed assessment	WFL BOCES developed grade 7 Social Studies Benchmark Assessment
8	District, regional or BOCES-developed assessment	WFL BOCES developed grade 8 Social Studies Benchmark 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.	All staff will be required to identify a percentage of their students to improve their preassessment score by the average acceptable growth in performance for comparable students in their class or building. See SLO conversion chart. After the teacher has completed the population, learning content, interval of instructional time, evidence, baseline, and target fields in the SLO template. The teacher will conference with the principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
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Effective (9 - 17 points) Results meet District goals for similar students.	See the SLO conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District goals for similar students.	See the SLO conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the SLO conversion Chart that has been uploaded.

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	Regents Assessment	WFL BOCES developed Global 1 Benchmark 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.	All staff will be required to identify a percentage of their students to improve their preassessmt score by the average acceptable growth in performance for comparable students in their class or building. See SLO conversion chart. after the teacher has completed the population, learning content, interval of instructional time, evidence, baseline, and target fields in the SLO template. The teacher will conference with the principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the SLO conversion Chart that has been uploaded.

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.	All staff will be required to identify a percentage of their students to improve their preassessmt score by the average acceptable growth in performance for comparable students in their class or building. See SLO conversion chart. after the teacher has completed the population, learning content, interval of instructional time, evidence, baseline, and target fields in the SLO template. The teacher will conference with the principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
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Effective (9 - 17 points) Results meet District goals for similar students.	See the SLO conversion Chart that has been uploaded.

Developing (3 - 8 points) Results are below District goals for similar students.	See the SLO conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the SLO conversion Chart that has been uploaded.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All staff will be required to identify a percentage of their students to improve their preassessmt score by the average acceptable growth in performance for comparable students in their class or building. See SLO conversion chart. after the teacher has completed the population, learning content, interval of instructional time, evidence, baseline, and target fields in the SLO template. The teacher will conference with the principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
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Developing (3 - 8 points) Results are below District goals for similar students.	See the SLO conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the SLO conversion Chart that has been uploaded.

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
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Grade 9 ELA	District, regional or BOCES-developed assessment	WFL BOCES developed grade 9 ELA Benchmark Assessment
Grade 10 ELA	Regents assessment	NYS Regents Assessment
Grade 11 ELA	District, regional or BOCES-developed assessment	Geneva CSD developed grade 11 ELA Benchmark 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.	All staff will be required to identify a percentage of their students to improve their preassessmt score by the average acceptable growth in performance for comparable students in their class or building. See SLO conversion chart. after the teacher has completed the population, learning content, interval of instructional time, evidence, baseline, and target fields in the SLO template. The teacher will conference with the principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See the SLO conversion Chart that has been uploaded.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the SLO conversion Chart that has been uploaded.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other secondary English courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific English Final Examination
All other secondary Math courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Math Final Examination
All other secondary Science courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Science Final Examination
All other secondary Social Studies courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Social Studies Final Examination
All other secondary Foreign Language courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Foreign Examination
All Technology Courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Technology Final Examination
All Physical Education courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Physical Education Final Examination

All Health courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Health Final Examination
All Art Courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Art Final Examination
All Music Courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Music Final Examination
All Home Economics courses	District, Regional or BOCES-developed	Geneva CSD developed courses specific Home Economics Final Examination
ESL K-8	State Assessment	NYSESLAT
ESL 9-12	State Assessment	NYSESLAT
Library	District, Regional or BOCES-developed	Geneva CSD developed courses specific Library Final Examination
Speech	District, Regional or BOCES-developed	Geneva CSD developed courses specific Speech Final Examination
Reading	District, Regional or BOCES-developed	Geneva CSD developed courses specific Reading Final Examination

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All staff will be required to identify a percentage of their students to improve their preassessment score by the average acceptable growth in performance for comparable students in their class or building. See SLO conversion chart. after the teacher has completed the population, learning content, interval of instructional time, evidence, baseline, and target fields in the SLO template. The teacher will conference with the principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the SLO conversion Chart that has been uploaded.

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/5364/132115-TXEttx9bQW/APPR 15-20point conversion chart-teacher.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.

We will not be making adjustments beyond the three approved ways to determine the baseline.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

3. Local Measures (Teachers)

Created Tuesday, May 22, 2012

Updated Tuesday, September 04, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Acuity will be used to compute the local 15% with the attached conversion chart for grade 3-8.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Acuity will be used to compute the local 15% with the attached conversion chart for grades 3-8.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

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/5139/132174-rhJdBgDruP/APPR 15-20point conversion chart-teacher2.doc](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff will be required to identify a percentage of all their student or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and
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review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Terranova 3
1	5) District, regional, or BOCES-developed assessments	District developed grade 1 Math benchmark assessment
2	5) District, regional, or BOCES-developed assessments	District developed grade 2 Math benchmark assessment
3	4) State-approved 3rd party assessments	Acuity - Grade 3 Math assessment

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

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

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

Acuity will be used to compute the local 20% with the attached conversion chart for grade 3. Grades 1-2 staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the commissioner of education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the local measure of achievement template (LMAT), the teacher will conference with the Principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

3.6) Grades 6-8 Science

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

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

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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the commissioner of education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the local measure of achievement template (LMAT), the teacher will conference with the Principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	District developed grade 6 social studies benchmark
7	5) District, regional, or BOCES–developed assessments	District developed grade 7 social studies benchmark
8	5) District, regional, or BOCES–developed assessments	District developed grade 8 social studies benchmark

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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the commissioner of education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the local measure of achievement template (LMAT), the teacher will conference with the Principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	district developed Global 1 for grade 9 end of the year benchmark assessment

Global 2	3) Teacher specific achievement or growth score computed locally	Global 2 Regents for grade 10
American History	3) Teacher specific achievement or growth score computed locally	American History Regents

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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the commissioner of education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the local measure of achievement template (LMAT), the teacher will conference with the Principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

3.9) High School Science

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

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

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

Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents
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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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the commissioner of education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the local measure of achievement template (LMAT), the teacher will conference with the Principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

3.10) High School Math

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

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

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

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

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

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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the commissioner of education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the local measure of achievement template (LMAT), the teacher will conference with the Principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	District developed 9th grade ELA end of year benchmark assessment
Grade 10 ELA	3) Teacher specific achievement or growth score computed locally	ELA Comprehensive Regents Exam
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District developed 11th grade ELA end of year benchmark assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the commissioner of education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the local measure of achievement template (LMAT), the teacher will conference with the Principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other secondary English courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific assessment
All Other Secondary Math Courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific Math Exam
All Other secondary Science courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific Scientific Exam
All Other secondary Social Studies Courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific Social Studies Exam
All Other secondary Foreign Language courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific Foreign Language Exam
All Technology courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific technology Exam
All Physical Education courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific physical Education Exam
All Health Courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific health Exam
All Art Courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific art Exam
All Music Courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific Music Exam
All Home Economics courses	5) District/regional/BOCES–developed	WFL BOCES developed course specific home economics Exam

ESL K-8	5) District/regional/BOCES–developed	Geneva CSD developed course specific ESL K-8 Exam
ESL 9-12	5) District/regional/BOCES–developed	Geneva CSD developed course specific ESL 9-12 Exam
Library	5) District/regional/BOCES–developed	WFL BOCES developed course specific Library Exam
Speech	5) District/regional/BOCES–developed	Geneva CSD developed course specific speech Exam
Reading	5) District/regional/BOCES–developed	Geneva CSD developed course specific reading Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the commissioner of education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the local measure of achievement template (LMAT), the teacher will conference with the Principal and review for approval. Based on the approved goal, the principal will assign one of the HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the NYSUT local measures conversion Chart that has been uploaded.

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/5139/132174-y92vNseFa4/APPR 15-20point conversion chart-teacher2.doc

3.14) Locally Developed Controls

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

No Adjustments.

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.

Not required.

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 Tuesday, May 22, 2012

Updated Tuesday, September 04, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (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]	32
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	28

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.

See attached teacher composite scoring 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/5091/132191-eka9yMJ855/APPR Comp Score Sheet 5-2012.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.	See attached APPR composite sheet.
Effective: Overall performance and results meet NYS Teaching Standards.	See attached APPR composite sheet.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See attached APPR composite sheet.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See attached APPR composite sheet.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	4

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?

- Both

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

-
- Both
-

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?

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

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Updated Tuesday, September 04, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, May 23, 2012
Updated Tuesday, September 04, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132452-Df0w3Xx5v6/APPR TIP Template - 5-2012.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:

Section J: Teacher Improvement Plan (TIP) Process

The Teacher Improvement Plan (TIP) is intended to be a growth process aimed at identifying improvement area(s) for teachers, providing appropriate professional resources, and, ultimately, improving instruction and student learning / achievement.

Teacher Improvement Plans shall:

- a. Comply with all NYS Commissioner regulations (§30-2.10);*
- b. Comply with all local APPR and contractual requirements;*
- c. Commence only after a teacher receives an Annual Teacher Evaluation Composite Score of “Ineffective” or “Developing;”*
- d. Commence by September 10th of the succeeding school year or within ten (10) school days after the teacher has received his/her Annual Teacher Evaluation Composite Score;*
- e. NOT be disciplinary in any manner;*
- f. Involve the teacher and, if requested, an association representative;*
- g. Relate back to the evaluation rubric (e.g. Danielson, NYSUT)*
- h. Identify the area(s) that need improvement (limit of three). These areas should be tied to either a rubric domain, component or the NYS Teaching and Learning standards;*
- i. Include a timeline for commencement, checkpoints, and completion;*
- j. Identify the professional resources (e.g. professional development, mentor) provided by the District and/or Association;*
- k. Identify the evidence (including observations) that will be collected to demonstrate improvement and/or achievement;*
- l. Provide a means of assessment (e.g. rubric) for the improvement area(s).*

At the conclusion of a TIP, the District shall determine (using the APPR rubric) whether the teacher has successfully completed the TIP (i.e. reached a higher level of achievement). If the teacher has been successful, he/she will be released from the TIP. If he/she has not been successful, the TIP will be revised and continued.

The District shall provide the Association with a list of all teachers on a TIP as soon as practicable but no later than September 30th of the succeeding school year. The District shall update this list whenever teachers are added or removed. As needed, the Superintendent shall communicate any TIP concerns, including any concerns for particular teachers who are not making progress on their TIP, to the Association president.

The Teacher Improvement Plan Form (Appendix [] of this agreement) shall be used to codify and track all TIPs.

Section K: Appeals Process

Appeals Procedures

The overall APPR process is designed so that professional conversations between teachers and administrators occur on a regular basis so that concerns, differences of professional opinion, professional growth, dissemination of evidence, etc. take place. This process provides and encourages collegial support and an “early warning” for all teachers. The purpose of the APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective instructional environment. The appeal procedures shall provide for the timely and expeditious resolution of procedural and/or substantive issues. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may file only one (1) appeal regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

APPR Appeals Procedures

The appeals process shall not apply to any unit member receiving an APPR Composite Score rating of either “effective” or “highly effective.” However, he/she may attach a statement (e.g. evidence, rebuttal) to his/her APPR that will be included in his/her personnel file.

Any unit member receiving an APPR Composite Score rating of either “ineffective” or “developing” may challenge that rating.

All unit members are entitled to an Association representative throughout the appeals process. In order to waive this right, it must be in writing.

Any teacher APPR which is the subject of a pending appeal shall not be offered as evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated disciplinary procedure, until the appeal process is concluded.

Grounds for an Appeal

Probationary Teachers may file an appeal challenging the APPR Composite Score based upon one or more of the following grounds:

a. The APPR and/or contractual observation/evaluation process

Tenured Teachers may file an appeal challenging the APPR Composite Score based upon one or more of the following grounds:

a. The APPR and/or contractual observation / evaluation process

b. The substance of the Annual Professional Performance Review

c. The outcome of a Teacher Improvement Plan (TIP)

Procedural Appeals

Procedural appeals shall include:

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

b. The district's failure to comply with either the applicable regulations of the Commissioner of Education or locally negotiated procedures;

c. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

Substantive Appeals

Substantive appeals may be filed by a tenured teacher where he/she disagrees with the lead evaluator's Composite Score for the Other Measures of Teacher Effectiveness (60 points). Said appeals must be based upon actual evidence, which can include observations, that was provided to the lead evaluator during the prior school year.

Appeals Notification

In order to be timely, the notification of the appeal shall be filed, in writing, within ten (10) school days after the teacher has received his/her APPR Composite Score rating. Notification of the appeal by the teacher shall be provided to the superintendent of schools (or his/her designee) and the Association president (or his/her designee).

Appeals Resolution Process

Procedural Appeals

Conference with the Superintendent

The appeal conference shall be a formal meeting, within ten (10) school days of the receipt of the written appeal notification, wherein the superintendent (or designee) and the teacher (and Association representative if not waived) discuss the evaluation procedures and the areas of dispute. The teacher will be encouraged to provide any and all evidence relevant to the appeal. The superintendent shall consider the evidence, perform any investigation, and render his/her written decision to the teacher and Association president within ten (10) school days after the conference. The superintendent's decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process was not followed.

If the superintendent affirms the teacher's appeal, his/her APPR Composite Score shall be recalculated taking into account the corrected evaluation (e.g. recalculate average score if an observation was missing). If the superintendent rejects the teacher's appeal, the original APPR Composite Score will be affirmed.

Substantive Appeals

Conference with the APPR Appeals Panel

A three-member APPR Appeals Panel composed of the superintendent (or designee), another district administrator (APPR certified) who has not evaluated the appealing teacher, and the Association president (or designee if he/she is in the appealing teacher's same subject area and/or grade level) shall hear all substantive appeals.

The appeal conference shall be a meeting, wherein the APPR Appeals Panel and the teacher (and Association representative if not

waived) discuss the substance of the APPR evaluation and the areas of dispute. The teacher will be required to provide any and all relevant evidence to the panel at least five (5) days in advance of the meeting. The panel shall consider the evidence, perform any investigation, and render their written decision to the teacher and Association president within ten (10) school days after the conference. The panel's decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process has not been followed.

If the panel affirms the teacher's appeal, the panel shall determine and direct the appropriate remedy. For example, if evidence is provided that results in a change of a teacher's Other Measures of Teacher Effectiveness Subcomponent Score (60 points), then this score would be amended as would the APPR Composite Score. If the panel rejects the teacher's appeal, the original APPR Composite Score will be affirmed.

The APPR Appeals Form (Appendix [] of this agreement) shall be used to codify and track all appeals.

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.

All Principals and all other administrators whom may be completing classroom observations on teachers will be certified upon completion of a three-part series of workshops. Re-certification will take place in accordance with the Commissioner's Regulations. These workshops will be offered annually. Following is a description, with anticipated outcomes of each session:

Part I Lead Evaluator Training (6 hour course, facilitated by WFL BOCES Network Team)

Session 1

Overview: Work will be focused around two essential questions:

- 1. What are the critical attributes of evidence based observation?*
- 2. How can I get started?*

Outcomes:

- *Identify current practices for defining teacher actions while observing*
- *Explain the difference between current practices and evidence based observation with a chosen rubric*
- *Identify and define criteria for one area of effective Instruction around which evidence collection will be focused*

Session 2

Overview: Work will be focused around two essential questions:

- 1. What are the critical attributes of evidence based observation?*
- 2. How can I get started?*

**Identify current practices for defining teacher actions and student actions while observing*

**Explain the difference between current practice and evidence based observation*

**Describe requirements for schools to develop inter-rater agreement and inter-rater reliability with a chosen rubric*

**Identify and define criteria for additional areas of effective Instruction around which evidence collection will be focused*

**Label bias, fact and opinion in collected evidence*

**Defend positions with supporting evidence*

Part II Lead Evaluator Training (6 hour course, facilitated by WFL BOCES Network Team)

Outcomes:

**Explain the difference between current practice and evidence based observation*

**Identify and define criteria for areas of effective instruction around which evidence collection will be focused*

**Define the differences between the definitions of specific effective teaching areas in the rubrics approved by SED*

**Explain the impact of confusing and/or ambiguous language on the process of teacher evaluation*

**Describe strategies that a district could employ to increase the quality of evaluations and the agreement of evaluators*

**Collect and categorize evidence based on four areas of effective instruction*

Part III Lead Evaluator Training: Feedback and Coaching (6 hour course, facilitated by WFL BOCES Network Team)

Outcomes:

**Explain the difference between evaluation and feedback*

**Identify attributes of a coaching model versus simply labeling teacher practice*

**Define process for labeling areas of teacher practice based on predetermined criteria*

**Explain and defend labeled evidence in order to develop action plans to improve instruction*

Inter-rater reliability training will occur annually with all administrators as they participate in district administrative training on reaching inter-rater across the use of each teacher practice rubric.

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 Wednesday, May 23, 2012
Updated Tuesday, September 04, 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):

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score 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
West Street School - grades k-2	District, regional, or BOCES-developed	Monroe 1/WLF BOCES Regional benchmark assessment for k-2 Math and ELA

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.	Student Growth Measures / Student Learning Objectives The 20 or 25 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the Superintendent for the 20 points comparable measure. They shall be developed by October 15. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals with receive a highly effective rating when 90-100% of individual student targets are met.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals with receive an effective rating when 75-89% of individual student targets are met.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals with receive a developing rating when 62-74% of individual student targets are met.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals with receive an ineffective rating when 0-61% of individual student targets are met.

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.

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.

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, June 29, 2012

Updated Tuesday, September 04, 2012

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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
3-5	(b) results for students in specific performance levels	Grades 4-5 ELA and Math NYS Assessments
6-8	(a) achievement on State assessments	Grade 8 Science NYS Assessment
9-12	(g) % achieving specific level on Regents or alternatives	NYSED Regents - Global Studies, US History, Integrated Algebra, English and a Science

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Locally Selected Measures of Student Achievement Subcomponent</p> <p>20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). This process will be used with students who are continuously enrolled from BEDS day to June 14th each year.</p> <p>This subcomponent of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and the Superintendent. For all targets, the Superintendent and the principal shall identify measures including, but not limited to the NY SED identified options.</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.

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

(No response)

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

<assets/survey-uploads/5366/147397-qBFVOWF7fC/Locally Selected Measures of Student Achievement Subcomponent.docx>

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

In the table below, list all of the grade configurations 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-2	(d) measures used by district for teacher evaluation	District developed K-2 Benchmark Assessments in ELA

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>Locally Selected Measures of Student Achievement Subcomponent</p> <p>20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). This process will be used with students who are continuously enrolled from BEDS day to June 14th each year.</p> <p>This subcomponent of student achievement shall be based on an achievement target setting process to produce annual Local</p>
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Achievement Targets (LAT) to be mutually agreed upon between the principal and the Superintendent. For all targets, the Superintendent and the principal shall identify measures including, but not limited to the NY SED identified options.

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

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

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

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

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

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

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

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

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/5366/147397-T8MIGWUVm1/Locally Selected Measures of Student Achievement Subcomponent.docx

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.

N/A

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.

One measure used per Principal.

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 Friday, June 29, 2012

Updated Tuesday, September 04, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	42
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	18
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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.

(No response)

(No response)

(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 remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based on observations of principals conducted by the Superintendent of Schools. The process shall include on-going school and event visits, reflective conversations and the sharing of documentation and data.

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/5143/147446-pMADJ4gk6R/Scoring of Observations.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed standards.
Effective: Overall performance and results meet standards.	Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	52-60
Effective	37-51
Developing	22-36
Ineffective	0-21

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	3
By trained administrator	3
By trained independent evaluator	0
Enter Total	6

Tenured Principals

By supervisor	3
By trained administrator	3
By trained independent evaluator	0
Enter Total	6

10. Composite Scoring (Principals)

Created Friday, June 29, 2012

Updated Tuesday, September 04, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	52-60
Effective	37-51
Developing	22-36
Ineffective	0-21

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 Friday, June 29, 2012

Updated Tuesday, September 04, 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/5276/147431-Df0w3Xx5v6/Principal Improvement Plan Description 2012.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW & PRINCIPAL IMPROVEMENT PLAN (PIP)

Section A. Tenured Principals.

A. 8.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured principal's annual professional performance review as well as the issuance and or implementation of a principal improvement plan (PIP). The procedures contained herein are not available to probationary principals.

A. 8.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured principal's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

A. 8.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed or is otherwise modified by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A principal who receives a rating of "ineffective" or "developing" or if the principal receives an overall rating that is tied to compensation may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A principal may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the negotiated procedures for the conduct of performance reviews set forth in the annual professional performance review agreement, and the District's issuance and/or implementation of the terms of the principal's improvement plan.

(3) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) A principal may appeal the issuance of an improvement plan; and/or the implementation of an improvement plan (PIP) upon the intervals specified in section (6) below.

(5) Appeals concerning a principal's performance review must be submitted to and received in the office of the Superintendent no later than fifteen (15) work days after the date when the principal receives his/her performance review. An appeal may only be initiated after the principal receives the overall composite score and rating. The failure to submit an appeal to the Superintendent within this time frame shall result in a waiver of the principal's right to appeal that performance review. The Superintendent has the discretion to extend this filing period of time upon written request.

(6) Appeals concerning the issuance or implementation of a tenured principal improvement plan (PIP) may occur at the following intervals:

a. After the first 90 work days after the PIP has been issued. A tenured principal may file an appeal with regard to the issuance or implementation of a PIP and this appeal may be filed after the first 90 work days after the PIP has been issued. Any such appeal must be filed within thirty (30) work days after the conclusion of the 90 work day period. The provisions of A. 8.3 subsections 6, 7,8,9, 10 and 11 shall apply to appeals regarding the issuance and/or implementation of the PIP.

b. After 180 work days after the PIP has been issued. A tenured principal may file an appeal with regard to the implementation of a PIP and this appeal may be filed after 180 work days after the PIP has been issued. Any such appeal must be filed within thirty (30) work days after the conclusion of the 180 work day period. The principal can include in her/his appeal any grounds in this appeal regarding the implementation of the PIP from the first day of the PIP to this point in time. The provisions of A. 8.3 subsections 6, 7,8,9, 10 and 11 shall apply to appeals regarding the implementation of the PIP.

(7) A principal wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. 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. In addition, if the Superintendent intends upon relying upon documents or written materials, which have not then been provided to the principal and which are material and relevant to points of disagreement raised by the principal and on which the Superintendent intends to rely in her review, s/he must transmit these additional documents and/or written materials to the principal at least five (5) work days in advance of any date set for the Superintendent to hear the appeal of the principal. Both the principal and the Superintendent may provide the other with additional written materials or documents up to and including the time set for the Superintendent to meet with the principal in review of appeal. The time set for the Superintendent to meet and hear the appeal may be moved by mutual agreement of the Superintendent and the principal.

(8) The Superintendent will meet with the principal within ten (10) work days of his/her receipt of an appeal to hear the appeal. The principal may have a union representative present at the appeal meeting.

(9) The Superintendent shall issue a written decision on the merits of the appeal no later than ten (10) work days from the date the appeal hearing ends. If the Superintendent sustains the appeal he/she shall issue an appropriate remedy.

(10) If the Superintendent dismisses or denies the appeal or if the principal disagrees with the remedy issued by the Superintendent, the principal may then request an appeal to an appeal officer/administrator from a list containing persons selected to be a mutually agreeable administrators trained in the Multidimensional rubric and who is not an employee of the District. The District and the ISNU will meet and make a listing of at least three (3) mutually agreeable administrator/appeal officers no later than October 13h. This selected appeal officer/ administrator is to hear the appeal. All documentation regarding the appeal must be submitted to the appeal officer/ administrator and to the opposing party within ten (10) work days after notice is provided to the principal of the name of the appeal officer/administrator selected to hear the appeal.

(11) The appeal officer/ administrator shall schedule a hearing on the appeal at which the principal and Superintendent and/or their representatives shall attend. The appeal process and the procedure used are to be informal and not subject to any formal rules of evidence. The hearing shall take no more than one (1) business day to complete, unless extenuating circumstances are present and the appeal officer officer/administrator agrees with a moving party that a second day is necessary. The principal and/or representative as the moving party has the burden of going forward at the hearing in challenging the overall rating, the issuance of the PIP or the implementation of the PIP. The Superintendent and/or or her representative will then have an opportunity to respond to the grounds for appeal. Each party will have the right to examine and cross-examine witnesses. On each contested issue, the standard of proof is to be determined by the appeal officer based upon her/his findings by a fair preponderance of the evidence. During the hearing each party may present no more than two (2) witnesses. No written briefs will be submitted. After the review meeting, the appeal officer/administrator shall review the record and issue a written decision on the merits of the appeal no later than twenty (20) work days after the review meeting. The decision of the appeal officer/administrator shall be provided to the principal and the Superintendent or their representative, if any. If the appeal officer/ administrator sustains the appeal he/she shall issue an appropriate remedy. The decision of the appeal officer/administrator shall be final and binding. If there is any cost associated with the appeal officer/administrator, it will be divided equally between the school district and the ISNU.

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

(13) A principal who files an appeal described herein does not waive her/his right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to her/his final evaluation prior to the expiration of the time within which to file a notice of appeal does not waive her/his right to file an appeal.

Section B. Probationary Principals.

B.8.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and any and all challenges and appeals related to a probationary principal's annual professional performance review.

B 8.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a probationary principal's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

B. 8.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed or otherwise modified by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A probationary principal who receives a rating of "ineffective" may appeal his or her performance review. Ratings of "highly effective" or "effective" or "developing" cannot be appealed.

(2) A probationary principal may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the negotiated procedures for the conduct of performance reviews set forth in the annual professional performance review agreement; and the District's issuance and/or implementation of the terms of the principal's improvement plan.

(3) A probationary principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a probationary principal's performance review must be submitted to and received in the office of the Superintendent no later than fifteen (15) work days after the date when the principal receives his/her performance review. The failure

to submit an appeal to the Superintendent within this time frame shall result in a waiver of the probationary principal's right to appeal that performance review.

(5) A principal wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent, with a detailed description of the precise point(s) of disagreement over his or her performance review, the issuance of a PIP or with regard to the implementation of the PIP, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. 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.

(6) A probationary principal wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. 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.

(7) Appeals concerning the issuance and/ or implementation of a probationary principal improvement plan (PIP) may occur at the following intervals:

a. After the first 90 work days after the PIP has been issued or implemented. A probationary principal may file an appeal with regard to the issuance or implementation of a PIP and this appeal may be filed after the first 90 work days after the PIP has been issued. Any such appeal must be filed within thirty (30) work days after the conclusion of the 90 work day period. The provisions of B. 8.3 subsections 5, 6, 7, and 8 shall apply to appeals regarding the issuance and/or implementation of the PIP.

b. After 180 work days after the PIP has been issued. A probationary principal may file an appeal with regard to the implementation of a PIP and this appeal may be filed after 180 work days after the PIP has been issued. Any such appeal must be filed within thirty (30) work days after the conclusion of the 180 work day period. The principal can include in her/his appeal any grounds in this appeal regarding the implementation of the PIP from the first day of the PIP to this point in time. The provisions of b. 8.3 subsections 5,6, 7 and 8 shall apply to appeals regarding the implementation of the PIP.

(8) The Superintendent will meet with the probationary principal within ten (10) work days of his/her receipt of an appeal to hear the appeal. The probationary principal may have a union representative present at the appeal meeting.

(9) The Superintendent shall issue a written decision on the merits of the appeal no later than ten (10) work days from the date the appeal hearing ends. If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. The decision of the Superintendent shall be final and binding.

(10) A principal who files an appeal described herein does not waive her/his right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to her/his final evaluation prior to the expiration of the time within which to file a notice of appeal does not waive her/his right to file an appeal.

(11) The entire Appeals Process will be implemented in a timely and expeditious manner and will not exceed 365 days.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Training and Certification for Lead Evaluators and Evaluators

Training for lead evaluators (Superintendent) and Superintendent Designee (s) responsible for supervision of principals is currently and will continue to be provided by WFL BOCES in conjunction with University of Rochester School of Education. Training occurs monthly throughout the course of the year.

Essential Outcomes: The lead evaluator training for principals provided by WFL BOCES and U of R School of Education is designed to address the following:

- *NYS Teaching Standards and/or ISLLC 2008*

- *Evidence-based observation*
- *Use of student growth model and value-added model*
- *Use of various assessment tools*
- *Use of locally selected measures of student achievement*
- *Use of statewide instructional reporting system*
- *The scoring methodology utilized to evaluate a teacher or principal, including how scores are generated for each subcomponent and scoring bands.*

Participants will also learn about the following:

- *APPR Regulations for principals (required elements, calculation of essential components)*
- *Evidence-Based Data Collection (quality evidence, scripting, format for school visits, feedback, review pertinent documents)*
- *Developing ambitious and measurable goals (evidence used to measure outcomes, goal evaluation, data sources)*
- *Collecting and Rating Evidence (description of evidence to be collected)*
- *Inter-Rater reliability*
- *Feedback Cycle (compare feedback, raise, criticism; evaluate examples)*
- *Scoring*
- *Improvement Plans (define characteristics, evaluate examples)*

Ongoing training and re-certification will continue to be part of our professional development plan for administrators.

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 Monday, June 11, 2012

Updated Tuesday, September 04, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/141355-3Uqgn5g9Iu/APPR Signoff.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.

Teacher- 15 Points Scale

85% of students will demonstrate at least (teacher/principal target) based on the results of (assessment).

Highly Effective (14-15 Points)	Effective (8-13 Points)	Developing (3-7 Points)	Ineffective (0-2 Points)
<p>90% to 100% of students will be above target</p> <p>15 points: 96%-100%</p> <p>14 points: 90%- 95%</p>	<p>75% to 89% of students will meet target</p> <p>13 points: 89%</p> <p>12 points: 87%- 88%</p> <p>11 points: 85%- 86%</p> <p>10 points: 81%- 84%</p> <p>9 points: 78%- 80%</p> <p>8 points: 75%- 77%</p>	<p>62% to 74% of students will meet target</p> <p>7 points: 70%- 74%</p> <p>6 points: 66%- 69%</p> <p>5 points: 62%- 65%</p>	<p>61% or less students will meet target</p> <p>2 points: 61%</p> <p>1 points: 60%</p> <p>0 points: < 60%</p>

Teacher- 20 Points Scale

85% of students will demonstrate at least (teacher/principal target) based on the results of (assessment).

Highly Effective (18-20 Points)	Effective (12-17 Points)	Developing (3-11 Points)	Ineffective (0-2 Points)
<p>90% to 100% of students will be above target</p> <p>20 points: 98%-100%</p> <p>19 points: 94%- 97%</p> <p>18 points: 90%- 93%</p>	<p>75% to 89% of students will meet target</p> <p>17 points: 89%</p> <p>16 points: 88%</p> <p>15 points: 87%</p> <p>14 points: 86%</p> <p>13 points: 85%</p> <p>12 points: 82%- 84%</p> <p>11 points: 79%- 81%</p> <p>10 points: 77%- 87%</p> <p>9 points: 75%-76%</p>	<p>62% to 74% of students will meet target</p> <p>8 points: 73%-74%</p> <p>7 points: 71%-72%</p> <p>6 points: 69%-70%</p> <p>5 points: 67%-68%</p> <p>4 points: 65%- 66%</p> <p>3 points: 62%- 64%</p>	<p>61% or less students will meet target</p> <p>2 points: 61%</p> <p>1 points: 60%</p> <p>0 points: < 60%</p>

Teacher- 15 Points Scale

85% of students will demonstrate at least (teacher/principal target) based on the results of (assessment).

Highly Effective (14-15 Points)	Effective (8-13 Points)	Developing (3-7 Points)	Ineffective (0-2 Points)
<p>90% to 100% of students will be above target</p> <p>15 points: 96%-100%</p> <p>14 points: 90%- 95%</p>	<p>75% to 89% of students will meet target</p> <p>13 points: 89%</p> <p>12 points: 87%- 88%</p> <p>11 points: 85%- 86%</p> <p>10 points: 81%- 84%</p> <p>9 points: 78%- 80%</p> <p>8 points: 75%- 77%</p>	<p>62% to 74% of students will meet target</p> <p>7 points: 70%- 74%</p> <p>6 points: 66%- 69%</p> <p>5 points: 62%- 65%</p>	<p>61% or less students will meet target</p> <p>2 points: 61%</p> <p>1 points: 60%</p> <p>0 points: < 60%</p>

Teacher- 20 Points Scale

85% of students will demonstrate at least (teacher/principal target) based on the results of (assessment).

Highly Effective (18-20 Points)	Effective (12-17 Points)	Developing (3-11 Points)	Ineffective (0-2 Points)
90% to 100% of students will be above target	75% to 89% of students will meet target	62% to 74% of students will meet target	61% or less students will meet target
20 points: 98%-100%	17 points: 89%	8 points: 73%-74%	2 points: 61%
19 points: 94%- 97%	16 points: 88%	7 points: 71%-72%	1 points: 60%
18 points: 90%- 93%	15 points: 87%	6 points: 69%-70%	0 points: < 60%
	14 points: 86%	5 points: 67%-68%	
	13 points: 85%	4 points: 65%- 66%	
	12 points: 82%- 84%	3 points: 62%- 64%	
	11 points: 79%- 81%		
	10 points: 77%- 78%		
	9 points: 75%-76%		

Teacher- 15 Points Scale

85% of students will demonstrate at least (teacher/principal target) based on the results of (assessment).

Highly Effective (14-15 Points)	Effective (8-13 Points)	Developing (3-7 Points)	Ineffective (0-2 Points)
<p>90% to 100% of students will be above target</p> <p>15 points: 96%-100%</p> <p>14 points: 90%- 95%</p>	<p>75% to 89% of students will meet target</p> <p>13 points: 89%</p> <p>12 points: 87%- 88%</p> <p>11 points: 85%- 86%</p> <p>10 points: 81%- 84%</p> <p>9 points: 78%- 80%</p> <p>8 points: 75%- 77%</p>	<p>62% to 74% of students will meet target</p> <p>7 points: 70%- 74%</p> <p>6 points: 66%- 69%</p> <p>5 points: 62%- 65%</p>	<p>61% or less students will meet target</p> <p>2 points: 61%</p> <p>1 points: 60%</p> <p>0 points: < 60%</p>

Teacher- 20 Points Scale

85% of students will demonstrate at least (teacher/principal target) based on the results of (assessment).

Highly Effective (18-20 Points)	Effective (12-17 Points)	Developing (3-11 Points)	Ineffective (0-2 Points)
<p>90% to 100% of students will be above target</p> <p>20 points: 98%-100%</p> <p>19 points: 94%- 97%</p> <p>18 points: 90%- 93%</p>	<p>75% to 89% of students will meet target</p> <p>17 points: 89%</p> <p>16 points: 88%</p> <p>15 points: 87%</p> <p>14 points: 86%</p> <p>13 points: 85%</p> <p>12 points: 82%- 84%</p> <p>11 points: 79%- 81%</p> <p>10 points: 77%- 78%</p> <p>9 points: 75%-76%</p>	<p>62% to 74% of students will meet target</p> <p>8 points: 73%-74%</p> <p>7 points: 71%-72%</p> <p>6 points: 69%-70%</p> <p>5 points: 67%-68%</p> <p>4 points: 65%- 66%</p> <p>3 points: 62%- 64%</p>	<p>61% or less students will meet target</p> <p>2 points: 61%</p> <p>1 points: 60%</p> <p>0 points: < 60%</p>

Teacher Name:

APPR Annual Composite Score Report

School Year:

COMPOSITE SCORE SHEET (60/20/20)

**Point
Score**

**HEIDI
Rating**

Other Measures of Effectiveness: Observations (max 32 points)		
Other Measures of Effectiveness: Additional Evidence (max 28 points)		
Other Measures of Effectiveness: Total (max 60 points)		

Locally-Selected Measures of Growth / Achievement (max of 20 points or 15 points if Value Added measure applies)		
--	--	--

State Growth or Comparable Measures (max of 20 points or 25 points if Value Added measure applies)		
--	--	--

OVERALL COMPOSITE SCORE AND RATING		
---	--	--

Lead Evaluator Signature (date sent)	Date
--------------------------------------	------

Teacher Signature (date received)	Date
-----------------------------------	------

Scoring Bands

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	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

NOTIFICATIONS: See back of this sheet for an explanation of how Other Measures of Teacher Effectiveness are calculated. See your Principal for the specific details on how your Locally-Selected and Growth-measures are Calculated. Teachers receiving a composite rating of Developing or Ineffective must meet with

Teacher Name:

APPR Annual Composite Score Report

School Year:

Lead Evaluator no later than September 15th of the new school year to establish instructional focus area(s) and next steps. Teachers seeking to appeal their composite rating should see appeals procedures and timeline indicated on the back of this document.

CALCULATING OTHER LOCAL MEASURES OF TEACHER EFFECTIVENESS (60 points)

Step 1 – Score Components Individually: The lead evaluator will score each component of the rubric using the scale below. This scale / rating is also indicated on the meeting record sheet. The use of split points (e.g. 50, 57) allows ratings to span across the four large rubric levels and gives consistent point values to support incremental growth.

Rating	Unsatisfactory		Basic		Proficient		Distinguished	
Component Score	0	50	54	57	58	59	60	

Step 2 – Convert Component Ratings to Points:

To convert the rubric to points,

1. Determine the rating for each component using the 0 to 60 scale;
2. Find the average rounded to a whole number for components in domains II and III, divide by two and add two;
3. Calculate the average rounded to a whole number for the components in domains I and IV, divide by two and subtract two.

(Rounded Average of Components in Domains II and III/2)+2 = Observation score out of possible **32**

(Rounded Average of Components in Domains I and IV/ 2)-2 = Additional Evidence score out of possible **28**

*Example: Average of Domains II and III was 56.4, round to 56, and divide by 2 to get 28, add 2 = 30 out of 32 points for observation
Average of Domains I and IV was 55.5, round up to 56, divide by 2 to get 28, subtract 2 = 26 out of 28 point for other evidence
Total "other" is 56 pts out of 60 pts.*

APPR – Teacher Improvement Plan

Teacher: _____ Evaluation Year: _____ Issue Date: _____

A Teacher Improvement Plan must commence by September 10th of the succeeding school year or within ten (10) days after the teacher has received an Annual Teacher Evaluation Composite Score of “Developing” or “Ineffective.” TIPs are not disciplinary and must be cooperatively developed between the building principal and the identified teacher. He/she may involve an Association representative if requested.

Areas of Improvement (e.g. rubric areas, maximum of three)

Timeline for Achieving Improvement (e.g. checkpoint meetings)

District-Provided Professional Resources (e.g. mentoring, professional development)

Evidence (e.g. observations)

Means of Assessment (e.g. evaluation rubric)

Administrator’s Signature: _____

Date: _____

Teacher’s Signature: _____

Date: _____

Principal-15 Points Scale

85% of students will demonstrate at least (teacher/principal target) based on the results of (assessment).

Highly Effective (14-15 Points)	Effective (8-13 Points)	Developing (3-7 Points)	Ineffective (0-2 Points)
<p>90% to 100% of students will be above target</p> <p>15 points: 96%-100%</p> <p>14 points: 90%- 95%</p>	<p>75% to 89% of students will meet target</p> <p>13 points: 89%</p> <p>12 points: 85%- 88%</p> <p>11 points: 80%- 84%</p> <p>10 points: 79%</p> <p>9 points: 78%</p> <p>8 points: 75%- 77%</p>	<p>62% to 74% of students will meet target</p> <p>7 points: 70%- 74%</p> <p>6 points: 66%- 69%</p> <p>5 points: 62%- 65%</p>	<p>61% or less students will meet target</p> <p>2 points: 61%</p> <p>1 points: 60%</p> <p>0 points: < 60%</p>

Principal- 20 Points Scale

85% of students will demonstrate at least (teacher/principal target) based on the results of (assessment).

Highly Effective (18-20 Points)	Effective (9-17 Points)	Developing (3-8 Points)	Ineffective (0-2 Points)
<p>90% to 100% of students will be above target</p> <p>20 points: 98%-100%</p> <p>19 points: 94%- 97%</p> <p>18 points: 90%- 93%</p>	<p>75% to 89% of students will meet target</p> <p>17 points: 89%</p> <p>16 points: 84- 88%</p> <p>15 points: 83%</p> <p>14 points: 82%</p> <p>13 points: 81%</p> <p>12 points: 80% %</p> <p>11 points: 79%</p> <p>10 points: 77%- 78%</p> <p>9 points: 75%-76%</p>	<p>62% to 74% of students will meet target</p> <p>8 points: 73%-74%</p> <p>7 points: 71%-72%</p> <p>6 points: 69%-70%</p> <p>5 points: 67%-68%</p> <p>4 points: 65%- 66%</p> <p>3 points: 62%- 64%</p>	<p>61% or less students will meet target</p> <p>2 points: 61%</p> <p>1 points: 60%</p> <p>0 points: < 60%</p>

Locally Selected Measures of Student Achievement Subcomponent

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). **This process will be used with students who are continuously enrolled from BEDS day to June 14th each year.**

This subcomponent of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and the Superintendent. For all targets, the Superintendent and the principal shall identify measures including, but not limited to the following from NY SED identified options:

- Student performance on any district wide locally selected assessments approved for use in teacher evaluations. (Elementary Schools, Middle School and High School)
- Achievement on state tests (e.g. percent proficient or advanced in ELA and Math, grades 4 to 8 (Elementary Schools, Middle School).
- Growth or achievement for student subgroups (SES, ELL, SWD, BAA, Latino on NY State assessments in ELA and Math, grades 4 to 8. (Elementary Schools, Middle School).
- Growth or achievement for students in ELA and Math, grades 4 to 8, starting at specific performance levels (e.g. level, 2) on NY State or other assessments. (Elementary Schools, Middle School).
- Percent of cohort achieving specified scores on Regents exams, Advance Placement, International Baccalaureate, or other Regents exam equivalents. (High School).
- Graduation rates (for 4,5, 6 years) and/or dropout rates. (High School).
- Graduation percentage with Advanced Regents designation and/or honors (High School).
- Credit accumulation (e.g. 9th and 10th grade) or other strong predictor of progress toward graduation. (High School).
- Student Learning Objectives, if principal does not have state-provided growth or value-added measures for the growth subcomponent (i.e. the first 20%). (Elementary Schools, Middle School, High School).

Setting K-12 District wide goal based on increase in percent of students proficient in all state assessments (K-12) and all Regents examinations taken at Geneva High School. When selecting this option the number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to

take the examination and all possible efforts should be made to achieve this. The measurement will be calculated by taking the current year weighted average subtracting the prior year's weighted average to determine growth.

15 Point Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (For use when value added scores are available for the State measure.)

Growth in Proficiency	Points For Local Measure
1.0 plus	15
.95	15
.9	14
.85	13
.8	13
.75	12
.7	12
.65	11
.6	11
.55	10
.5	9
.45	8
.4	7
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

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.45	8
.4	7
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

20 Point Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (For use when value added scores are not available for the State measure.)

Geneva City School District

Principal Improvement Plan

If, based on evaluations and observations completed in accordance with Section 30-2 of the Rules/Regulations of the Board of Regents, the Administration of the Geneva City School District determines that a principal needs to be placed on an improvement plan (determined by composite score - Developing or Ineffective), the principal will be placed on an improvement plan. The District will proceed as follows:

- The principal will be notified in writing 10 days prior to the start of the school year.
- The principal will receive the option of having another GCSD administrator as a partner in the development of an improvement plan.
- All written notification will be copied to the ISNU president.

The principal and the Superintendent (or designee) will develop a plan in accordance with the approved APPR model. The principal at his/her sole discretion may avail himself or herself of existing resources during the development and implementation of the plan. The principal and ISNU do not waive contractual rights by participating in improvement plan activities. The plan will be signed by the principal and Superintendent (or designee). Timelines for completion shall be mutually agreed upon. All copies shall be filed with ISNU.

Successful completion of the improvement plan by the principal will result in the principal being notified on the subsequent year APPR form. Plans that are not successfully completed may be just cause for an extension of the improvement plan the following year, regardless of the composite score on APPR. Two consecutive years of unsuccessful completion may result in additional actions taken at the discretion of the Superintendent.

Appendix A: PIP Letter and Improvement Plan

DATE

Inside address

Dear ,

Based on evaluations and observations completed in accordance with section 30-2 of the Rules of the Board of Regents, the Superintendent of the Geneva City School district has determined that you need to be placed on a Principal Improvement Plan. In accordance with the approved APPR plan:

I am notifying you in a personal conference and in writing ten (10) school days prior to the start of the school year.

You have the option of having the ISNU involved as a partner in the development of an improvement plan.

This notice will be copied to the ISNU President and your personnel file.

Your participation in this process is a requirement as a result of your rating as either Developing or in Need of Improvement on last year's APPR.

Should you have any further questions, please do not hesitate to contact me or the ISNU President.

Sincerely,

Director of Human Resources

CC: ISNU President

CC: Personnel

Geneva City School District

Principal's Name:

Grade/Subject Area:

Evaluator(s) Developing the Plan:

School:

School Year to Commence:

APPR Effective Category:

Briefly describe areas of strength the principal brings to the plan:

Briefly describe areas in need of improvement:

Note: Only state goals for which the principal has received a 1 or 2 overall category rating. Delete all areas not being addressed through this plan.

Shared Vision of Learning

Action Steps (Provide detailed description):

Needed Support/Resources:

Who is responsible for implementation and collection of evidence?

Expected dates of completion

Evidence of Goal being met

II. School Climate and Instructional Program

Action Steps (Provide detailed description):

Needed Support/Resources:

Who is responsible for implementation and collection of evidence?

Expected dates of completion

Evidence of Goal being met

III. Safe, Efficient, Effective Learning Environment

Action Steps (Provide detailed description):

Needed Support/Resources:

Who is responsible for implementation and collection of evidence?

Expected dates of completion

Evidence of Goal being met

IV. Community

Action Steps (Provide detailed description):

Needed Support/Resources:

Who is responsible for implementation and collection of evidence?

Expected dates of completion

Evidence of Goal being met

V. Integrity, Fairness and Ethics

Action Steps (Provide detailed description):

Needed Support/Resources:

Who is responsible for implementation and collection of evidence?

Expected dates of completion

Evidence of Goal being met

VI. Political, Social, Economic, Legal, Cultural Context

Action Steps (Provide detailed description):

Needed Support/Resources:

Who is responsible for implementation and collection of evidence?

Expected dates of completion

Evidence of Goal being met

State Growth Model/SLO

Action Steps (Provide detailed description):

Needed Support/Resources:

Who is responsible for implementation and collection of evidence?

Expected dates of completion

Evidence of Goal being met

Locally Selected Measure

Action Steps (Provide detailed description):

Needed Support/Resources:

Who is responsible for implementation and collection of evidence?

Expected dates of completion

Evidence of Goal being met

Strategies for Implementing the Plan:

Signature of Evaluator(s)

Date

Signature of Principal

Date

Scoring of Observations

The Superintendent of Schools will evaluate and score principals in a holistic manner covering the entire rubric and Goals, using the jointly developed observation form based on the approved rubric.

Ranges: 0-210 = ineffective; 220-360 = developing; 370-510 = effective; 520-600 = highly effective

Domain	Meeting 1	Meeting 2	Meeting 3
1:(7) x 10 = 70	Narrative/feedback	Narrative/feedback	Summative Written/Scored Document
2: (7) x 10 = 70			
3:(7) x 10 = 70			
4:(7) x 10 = 70			
5:(7) x 10 = 70			
6:(7) x 10 = 70			
Goal 1: (9) x 10 = 90			
Goal 2: (9) x 10 =90			
Total 600			
HEDI Rating	Divide Total Score by 10		

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:

9/4/2012

[Handwritten Signature]

Teachers Union President Signature: Date:

9/4/2012

[Handwritten Signature]

Administrative Union President Signature: Date:

9/4/2012

[Handwritten Signature]

Board of Education President Signature: Date:

[Handwritten Signature] 9/4/12