



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

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Commissioner of Education  
President of the University of the State of New York  
89 Washington Ave., Room 111  
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

March 4, 2014

**Revised**

Dr. Teresa Lawrence, Superintendent  
Grand Island Central School District  
1100 Ransom Road  
Grand Island, NY 14072

Dear Superintendent Lawrence:

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

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.  
Commissioner

Attachment

c: Donald A. Ogilvie

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, February 13, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 141501060000

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

141501060000

#### 1.2) School District Name: GRAND ISLAND CSD

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

GRAND ISLAND CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Grand Island CSD developed Kindergaren ELA Assessment
1	District, regional, or BOCES-developed assessment	Grand Island CSD developed 1st Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Grand Island CSD developed 2nd Grade ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points. Teachers will receive a point total from 0 to 20 according to the percentage of their students who meet or exceed their SLO target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Grand Island CSD developed Kindergaren Math Assessment
1	District, regional, or BOCES-developed assessment	Grand Island CSD developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Grand Island CSD developed 2nd Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

### 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Grand Island CSD developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Grand Island CSD developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Grand Island CSD developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Grand Island CSD developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Grand Island CSD developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Grand Island CSD developed Global 1 Assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of
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students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points. For Algebra I students in Common Core courses, students will take the NYS Common Core Regents assessment and will have the option of the Integrated Algebra I Regents assessment. The higher of the two scores will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Grand Island CSD developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Grand Island CSD developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive and Common Core English 11th grade Regents Assessment

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points. With regard to our students enrolled in Grade 11 ELA, for the years in which the state offers both the Common Core English 11 Regents Exam AND the Comprehensive English 11th Grade Regents exam, the higher of the two scores will be applied for those students who take both.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target. year.
Developing (3 - 8 points) Results are below District goals for similar students.	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target. .

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other elementary courses not named above	District, Regional or BOCES-developed	Grand Island CSD developed grade and course specific assessment(s)
All other Middle School courses not named above	District, Regional or BOCES-developed	Grand Island CSD developed grade and course specific assessment(s)

All other High School courses not named above	District, Regional or BOCES-developed	Grand Island CSD developed grade and course specific assessment(s)
Special Education self-contained classroom(s) with significant disabilities	State Assessment	NYS or District Alternative Assessment(s)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	These grade levels will administer a pre-assessment. Once the data is reviewed, each teacher will submit a rigorous target to the principal for approval that 84% of their students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. This is a growth target only. Points will be assigned based upon the percentage of students meeting the target. The percentage of students who meet the growth levels will be applied to the HEDI scale and converted into the appropriate points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target. year.
Developing (3 - 8 points) Results are below District goals for similar students.	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

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

(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/12186/1004991-TXEttx9bQW/APPR HEDI Scale SLO 20 chart revised upload.docx

## 2.12) Locally Developed Controls

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

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

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Sunday, March 02, 2014

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading and STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Reading and STAR Math Enterprise
6	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building
7	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building

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.

Grade 4-8 ELA teachers will be assigned a HEDI category based on student achievement specific to the grade/program assignment. All teachers within the specific grade/program assignment will be assigned the same HEDI category.

For Grade 4-5 ELA teachers, HEDI points will be assigned based on the building-wide Student Growth Percentile as provided by Renaissance Learning for the STAR Reading and Math Enterprise Assessments. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve the mastery SGP (defined by Renaissance Learning as 61 or higher). To earn 1 additional point, 57-57.99% of students in the building must reach this benchmark. To earn 2 additional points, 58% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 15 points (20 until Value-Added is implemented).

For Grade 6-8 ELA teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 3 or higher (proficiency) on the NYS 6-8 ELA Assessments. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (4 or higher/85 or higher) on NYS 6-8 ELA and Math Assessments, the NYS Grade 8 Science Assessment, and all Regents administered in the building. To earn 1 additional point, 26-26.99% of students in the building must reach this benchmark. To earn 2 additional points, 27% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 15 points (20 until Value-Added is implemented).

Note: Accelerated 8th Grade Math students who take the Algebra 1 Regents assessment will take the NYS Common Core Algebra Regents. Accelerated 8th Grade Science students will take the NYS Earth Science Regents Assessment.

See Upload in Task 3.3 for additional information

Until the value added measure is implemented, the 20 point charts in 3.13 will be used.

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

See attachment 3.3

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading and STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Reading and STAR Math Enterprise
6	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building
7	6(ii) School wide measure computed locally	All State and Regents assessments administered in the buildingcomposite
8	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building

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.	<p>Grade 4-8 Math teachers will be assigned a HEDI category based on student achievement specific to the grade/program assignment. All teachers within the specific grade/program assignment will be assigned the same HEDI category.</p> <p>For Grade 4-5 Math teachers, HEDI points will be assigned based on the building-wide Student Growth Percentile as provided by Renaissance Learning for the STAR Reading and Math Enterprise Assessments. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve the mastery SGP (defined by Renaissance Learning as 61 or higher). To earn 1 additional point, 57-57.99% of students in the building must reach this benchmark. To earn 2 additional points, 58% or higher of students in the building must reach this benchmark. In no case will a teacher’s HEDI score exceed 15 points (20 until Value-Added is implemented).</p>
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For Grade 6-8 Math teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 3 or higher (proficiency) on the NYS 6-8 Math Assessments. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (4 or higher/85 or higher) on NYS 6-8 ELA and Math Assessments, the NYS Grade 8 Science Assessment, and all Regents administered in the building. To earn 1 additional point, 26-26.99% of students in the building must reach this benchmark. To earn 2 additional points, 27% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 15 points (20 until Value-Added is implemented).

Note: Accelerated 8th Grade Math students who take the Algebra 1 Regents assessment will take the NYS Common Core Algebra Regents. Accelerated 8th Grade Science students will take the NYS Earth Science Regents Assessment. These are the only Regents administered in 6-8 school buildings.

Until the value added measure is implemented, the 20 point charts in 3.13 will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1004993-rhJdBgDruP/2014 ALL HEDI Scales LOCAL 15 POINTS Revised with GITA approval\_1\_1.docx

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

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading and STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading and STAR Math Enterprise

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For Grade K-1 ELA teachers, HEDI points will be assigned based on the building-wide Student Growth Percentile as provided by Renaissance Learning for the STAR Early Literacy Enterprise Assessment. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve the mastery SGP (defined by Renaissance Learning as 61 or higher). To earn 1 additional point, 51-51.99% of students in the building must reach this benchmark. To earn 2 additional points, 52% or higher of students in the building must reach this benchmark. In no case will a teacher’s HEDI score exceed 20 points.</p>
	<p>For Grades 2-3 ELA teachers, HEDI points will be assigned based on the building-wide Student Growth Percentile as provided by Renaissance Learning for the STAR Reading and Math Enterprise Assessments. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve the mastery SGP (defined by Renaissance Learning as 61 or higher). To earn 1 additional point, 57-57.99% of students in the building must reach this benchmark. To earn 2 additional points, 58% or higher of students in the building must reach this benchmark. In no case will a teacher’s HEDI score exceed 20 points.</p>
	<p>See Upload in Task 3.13 for additional information</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise

2	6(ii) School-wide measure computed locally	STAR Reading and STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading and STAR Math Enterprise

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For Grade K-1 Math teachers, HEDI points will be assigned based on the building-wide Student Growth Percentile as provided by Renaissance Learning for the STAR Early Literacy Enterprise Assessment. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve the mastery SGP (defined by Renaissance Learning as 61 or higher). To earn 1 additional point, 51-51.99% of students in the building must reach this benchmark. To earn 2 additional points, 52% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points.</p>
	<p>For Grades 2-3 Math teachers, HEDI points will be assigned based on the building-wide Student Growth Percentile as provided by Renaissance Learning for the STAR Reading and Math Enterprise Assessments. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve the mastery SGP (defined by Renaissance Learning as 61 or higher). To earn 1 additional point, 57-57.99% of students in the building must reach this benchmark. To earn 2 additional points, 58% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points.</p>
	<p>See Upload in Task 3.13 for additional information</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building
7	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building
8	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building

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.	<p>For Grade 6-8 Science teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 3 or higher on the NYS Grade 8 Science Assessment (for 8th grade students who take the NYS Earth Science Regents Assessment, a score of 65 or higher on that assessment will be utilized in the percentage calculation). Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (4 or higher/85 or higher) on NYS 6-8 ELA and Math Assessments, the NYS Grade 8 Science Assessment, and all Regents administered in the building. To earn 1 additional point, 26-26.99% of students in the building must reach this benchmark. To earn 2 additional points, 27% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 HEDI points.</p> <p>Note: Accelerated 8th Grade Math students who take the Algebra 1 Regents assessment will take the NYS Common Core Algebra Regents. Accelerated 8th Grade Science students will take the NYS Earth Science Regents Assessment. These are the only Regents administered in 6-8 school buildings.</p> <p>See Upload in Task 3.13 for additional information</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	GAll State and Regents assessments administered in the building
7	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building
8	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building

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.	<p>For Grade 6-8 Social Studies teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 3 or higher (proficiency) on the NYS 6-8 ELA Assessments. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (4 or higher/85 or higher) on NYS 6-8 ELA and Math Assessments, the NYS Grade 8 Science Assessment, and all Regents administered in the building. To earn 1 additional point, 26-26.99% of students in the building must reach this benchmark. To earn 2 additional points, 27% or higher of students in the building must reach this benchmark. In no case will a teacher’s HEDI score exceed 20 points.</p> <p>Note: Accelerated 8th Grade Math students who take the Algebra 1 Regents assessment will take the NYS Common Core Algebra Regents. Accelerated 8th Grade Science students will take the NYS Earth Science Regents Assessment. These are the only Regents administered in 6-8 school buildings.</p> <p>See Upload in Task 3.13 for additional information</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All High School Regents Exams
Global 2	6(ii) School wide measure computed locally	All High School Regents Exams
American History	6(ii) School wide measure computed locally	All High School Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For all HS teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 65 or higher on all NYS Regents Assessments administered in the school building. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (85 or higher) on all Regents assessments. To earn 1 additional point, 43-43.99% of students in the building must reach this benchmark. To earn 2 additional points, 44% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points.</p> <p>Note: For Algebra 1, students enrolled in Common Core courses may choose to take both the NYS Integrated and Common Core Algebra 1 Regents Assessments (all students will take the NYS Common Core Algebra Regents Assessment) and teachers will use the higher of the two assessment scores. For Grade 11 ELA, students enrolled in Common Core courses will take both the NYS Comprehensive and Common Core English Regents Assessments and teachers will use the higher of the two assessment scores.</p> <p>See Upload in Task 3.13 for additional information</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All High School Regents Exams
Earth Science	6(ii) School wide measure computed locally	All High School Regents Exams
Chemistry	6(ii) School wide measure computed locally	All High School Regents Exams
Physics	6(ii) School wide measure computed locally	All High School Regents Exams

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.	<p>For all HS teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 65 or higher on all NYS Regents Assessments administered in the school building. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (85 or higher) on all Regents assessments. To earn 1 additional point, 43-43.99% of students in the building must reach this benchmark. To earn 2 additional points, 44% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points.</p> <p>Note: For Algebra 1, students enrolled in Common Core courses may choose to take both the NYS Integrated and Common Core Algebra 1 Regents Assessments (all students will take the NYS Common Core Algebra Regents Assessment) and teachers will use the higher of the two assessment scores. For Grade 11 ELA, students enrolled in Common Core courses will take both the NYS Comprehensive and Common Core English Regents Assessments and teachers will use the higher of the two assessment scores.</p> <p>See Upload in Task 3.13 for additional information</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

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

See attachment 3.13

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All High School Regents Exams
Geometry	6(ii) School wide measure computed locally	All High School Regents Exams
Algebra 2	6(ii) School wide measure computed locally	All High School Regents Exams

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

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

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

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

For all HS teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 65 or higher on all NYS Regents Assessments administered in the school building. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (85 or higher) on all Regents assessments. To earn 1 additional point, 43-43.99% of students in the building must reach this benchmark. To earn 2 additional points, 44% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points.

Note: For Algebra 1, students enrolled in Common Core courses may choose to take both the NYS Integrated and Common Core Algebra 1 Regents Assessments (all students will take the NYS Common Core Algebra Regents Assessment) and teachers will use the higher of the two assessment scores. For Grade 11 ELA, students enrolled in Common Core courses will take both the NYS Comprehensive and Common Core English Regents Assessments and teachers will use the higher of the two assessment scores.

See Upload in Task 3.13 for additional information

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All High School Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	All High School Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	All High School Regents Exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For all HS teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 65 or higher on all NYS Regents Assessments administered in the school building. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (85 or higher) on all Regents assessments. To earn 1 additional point, 43-43.99% of students in the building must reach this benchmark. To earn 2 additional points, 44% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points.</p> <p>Note: For Algebra 1, students enrolled in Common Core courses may choose to take both the NYS Integrated and Common Core</p>
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Algebra 1 Regents Assessments (all students will take the NYS Common Core Algebra Regents Assessment) and teachers will use the higher of the two assessment scores. For Grade 11 ELA, students enrolled in Common Core courses will take both the NYS Comprehensive and Common Core English Regents Assessments and teachers will use the higher of the two assessment scores.

See Upload in Task 3.13 for additional information

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

### 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 K-1 courses not named above	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise Assessments
All other 2-5 courses not named above	6(ii) School wide measure computed locally	NYS STAR Early Literacy, Reading, and Math Enterprise Assessments
All other Middle School courses not named above	6(ii) School wide measure computed locally	All State and Regents assessments administered in the building
All other High School courses not named above	6(ii) School wide measure computed locally	All High School Regents Exams

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.	For all other K-1 teachers, HEDI points will be assigned based on the building-wide Student Growth Percentile as provided by Renaissance Learning for the STAR Early Literacy Enterprise Assessment. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve the mastery SGP (defined by Renaissance Learning as
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61 or higher). To earn 1 additional point, 51-51.99% of students in the building must reach this benchmark. To earn 2 additional points, 52% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points.

For all other Grade 2-5 teachers, HEDI points will be assigned based on the building-wide Student Growth Percentile as provided by Renaissance Learning for the STAR Reading and Math Enterprise Assessments. For students who have not yet reached appropriate achievement level, as recommended by Renaissance Learning, STAR Early Literacy Enterprise will be administered. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve the mastery SGP (defined by Renaissance Learning as 61 or higher). To earn 1 additional point, 57-57.99% of students in the building must reach this benchmark. To earn 2 additional points, 58% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points.

For all other Grade 6-8 teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 3 or higher (proficiency) on the NYS 6-8 ELA and Math Assessments. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (4 or higher/85 or higher) on NYS 6-8 ELA and Math Assessments, the NYS Grade 8 Science Assessment, and all Regents administered in the building. To earn 1 additional point, 26-26.99% of students in the building must reach this benchmark. To earn 2 additional points, 27% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points. Note: Accelerated 8th Grade Math students who take the Algebra 1 Regents assessment will take the NYS Common Core Algebra Regents. Accelerated 8th Grade Science students will take the NYS Earth Science Regents Assessment. These are the only Regents administered in 6-8 school buildings.

For all HS teachers, HEDI points will be assigned based on the building-wide percentage of students who score a 65 or higher on all NYS Regents Assessments administered in the school building. Teachers may earn an additional 1-2 HEDI points depending on the building-wide percentage of students who achieve mastery (85 or higher) on all Regents assessments. To earn 1 additional point, 43-43.99% of students in the building must reach this benchmark. To earn 2 additional points, 44% or higher of students in the building must reach this benchmark. In no case will a teacher's HEDI score exceed 20 points.

See Upload in Task 3.13 for additional information

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	See attachment 3.13

grade/subject.

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

See attachment 3.13

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/12149/1004993-y92vNseFa4/2014 ALL HEDI Scales LOCAL 20 POINTS Revised\_1.docx

### 3.14) Locally Developed Controls

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

(No response)

### 3.15) Teachers with More Than One Locally Selected Measure

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

Not applicable.

### 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, April 30, 2013

Updated Friday, February 28, 2014

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

To assure that all of the seven NYS Teaching Standards are evaluated each year, we created a crosswalk document to identify each NYS Teaching Standard within the four domains of Danielson's Framework for Teaching, (2011 rubric). Tenured teachers will be observed in their classrooms twice (once announced and once unannounced); probationary teachers will be observed three times, (twice announced and once unannounced). Additionally, teachers will submit other evidence to address the standards not covered within the classroom observations. Final scores for the 50 point Observation measure and the 10 point Structured Review measure will

be tied to a final average rubric score between 1-4. This final 1-4 score is calculated by weighting the final observation score 50 out of 60 and the Structured Review 10 out of 60. The observation score is an average of the 1-4 scores for each observation. Each teacher's rating will be calculated using the "Point Conversion Chart for the 'Other 60%.'" All points for teachers will be rounded to the nearest whole number for total calculation of the 60 point subcomponent and within the 100 point composite scoring. On the conversion chart, the rubric scores that are listed are the minimum values needed to receive the corresponding HEDI scores.

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/12179/1004994-eka9yMJ855/Other Measures of Effectiveness document 2014.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between a 3.5 - 4.0, as identified on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between a 2.5 - 3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between a 1.5 - 2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between a 1.0 - 1.4, as identified on the conversion chart.

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

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/1004996-Df0w3Xx5v6/TIP Form.docx

### 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:

APPEALS

A. A teacher or principal may appeal the implementation of the improvement plan in accordance with the appeals process procedure included in the APPR. The appeal of a TIP's implementation will not affect the District's right to dismiss a probationary teacher, deny tenure, or serve to otherwise lengthen the probationary period (including during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal).

B. Nothing in this MOA affects any rights a teacher has to raise a failure to properly implement the TIP as a defense in any disciplinary action based on teacher performance under the process of the contractual grievance and arbitration or Section 3020-a.

## I. Appeal Process

### APPEAL PROCEDURES

A. Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either developing or ineffective.

B. To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure.

C. This appeal procedure addresses a teacher's due process rights while ensuring that appeals are resolved in an expeditious manner.

D. In order to implement the requirements of N.Y. Education Law §3012-c, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows:

### APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

A. Appeals of annual professional performance reviews will be limited to those with a composite score that rate a teacher as ineffective or developing. However, any rating may be appealed if compensation would be affected by such a rating according to law, regulations, or collective bargaining agreement. However, before an annual APPR evaluation is final regardless of the rating, the teacher will receive a copy of the evaluation that is based on the 60% of multiple measures of teacher practices no later than five (5) school days after May 25 and a teacher may request a meeting with the principal within 5 days of receiving the evaluation to discuss the substance of the evaluation, provide feedback, and obtain additional detail.

### WHAT MAY BE CHALLENGED IN AN APPEAL

A. Appeal procedures will limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the substance of the evaluation;
- (2) school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (3) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (4) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) the school district's issuance and/or implementation of the terms of a teacher improvement plan under Education Law §3012-c.

### PROHIBITION AGAINST MORE THAN ONE APPEAL

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

### BURDEN OF PROOF

A. In an appeal, the teacher has the burden of demonstrating, by clear evidence that the evaluation is biased or substantially inaccurate, a contractual right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

### TIMEFRAME FOR FILING APPEAL

A. The District will notify each teacher by mail at least 10 days prior to the date when the APPR ratings will be available on the teacher's District e-mail account

B. All appeals must be delivered to the Superintendent's Office in writing no later than September 30. If a teacher is challenging the issuance of a teacher improvement plan, an appeal must be delivered to the Superintendent's Office no later than 10 days after the teacher receives such plan. The failure to deliver an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

C. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

D. If the decision maker believes he/she needs clarification or has questions he/she will schedule a meeting with the teacher who is appealing to get clarification or answers. Said meeting shall be no later than five (5) days after the District's response to the appeal has been filed.

E. "Day" means a day when teachers are required to be in attendance. During the summer recess, day may mean any calendar day except a Saturday, Sunday, or legal holiday.

#### TIMEFRAME FOR DISTRICT RESPONSE

A. Within 10 days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in determination of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response. All steps and resolution of an appeal will occur in a timely and expeditious manner in compliance with NYS educational law 3012-C.

#### DECISION-MAKER ON APPEAL

A. There shall be a committee consisting of three members. Two of the members and an alternate shall be chosen by the Superintendent from a list of 10 names submitted by the President of the Association. The third member and an alternate shall be an administrator (not involved in the rating) chosen by the Association President from a list of 5 submitted to the Association by the Superintendent. The committee shall make a recommendation to the Superintendent to approve or deny the appeal. The recommendation of the committee shall be confidential and will not be disclosed to any third party except as required by law without a subpoena or court action.

B. The Superintendent shall consider the committee's recommendation and will issue his final determination on the appeal.

#### DECISION

A. A written decision on the merits of the appeal shall be rendered no later than 30 days from the date upon which the teacher delivered his or her appeal unless a meeting is needed for questions or clarification then it shall be no later than 5 days from that meeting. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding on the parties.

B. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the decision maker may set aside a rating and order a new evaluation if it has been affected by substantial error or defect or if procedures have been violated. A copy of the decision shall be provided to the teacher and the representative of the District.

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

A. The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan. As an exception to this paragraph, a teacher who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A teacher who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the ten (10) days in which to deliver a notice of appeal does not waive his/her right to timely file an appeal.

B. Where and to the extent applicable by law, the Annual Professional Performance of classroom teachers shall be a significant factor for employment decisions and teacher development as determined by the District, and will be subject to any procedures which may in the future be negotiated by the District and the Association.

C. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The teacher retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is subject of the appeal, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum. A school district or BOCES may only terminate or deny tenure to a probationary teacher or principal during the pendency of an APPR appeal where such determination does not rely upon the performance that is being appealed (the subject of the appeal). Education Law §3012-c and §302.11 of the Rules of the Board of Regents each provide that nothing therein shall be construed to alter or diminish the authority of the governing body of a school district or BOCES to grant or deny tenure to or terminate probationary teachers or principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

Nothing in this Memorandum of Agreement shall in any way restrict, affect, or delay the District's exercise of such authority. Any such termination or denial pursuant to this authority shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum.

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

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

In order to properly train evaluators in the nine elements identified, all evaluators will complete training through the Erie 1 BOCES network team and Grand Island Central School District in-district training which will include 3-6 days of training throughout the year. In addition, collaborative review and analysis of observation-based evidence and other professional evidence within the Danielson's 2011 Rubric will take place during regular monthly administrative cabinet meetings and evaluator training meetings in order to ensure inter-rater reliability. Lead evaluators and evaluators will utilize authentic evidence gathered during actual teacher observations. Administrators/evaluators will jointly review videotaped lessons, (which may be generated within the district or represent training videos from other sites) and will discuss and review the nine criteria areas as they apply to gathered evidence and videotaped lessons.

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

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013  
Updated Friday, February 28, 2014

## Page 1

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

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

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

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

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

2-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Charlotte Sidway Elementary School (K-1 Building)	District, regional, or BOCES-developed	Grand Island Central School District Primary Grade(s) ELA Assessment
Charlotte Sidway Elementary School (K-1 Building)	District, regional, or BOCES-developed	Grand Island Central School District Primary Grade(s) Math Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Once the pre-assessments have been administered and the data is reviewed, the principal and lead evaluator will collaborate to develop a rigorous target that students will meet. A differentiated model will be used to show growth based upon individual student growth targets set for each student. Points will be assigned based upon the percentage of students meeting the target.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Assigned to the building principal with 85% or higher of the students meeting or exceeding their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Assigned to the building principal with 50-84% of the students meeting or exceeding their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Assigned to the building principal with 26-49% of the students meeting or exceeding their target.

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

Assigned to the building principal with 0-25% of the students meeting or exceeding their target.

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

assets/survey-uploads/12156/1004997-lha0DogRNw/HEDI Scale SLO 20 chart for Principals Revised.docx

## 7.4) Special Considerations for Comparable Growth Measures

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

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

No adjustments, controls or other special considerations were used

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
2-5	(d) measures used by district for teacher evaluation	STAR Early Literacy, Reading and Math Enterprise Assessments
6-8	(d) measures used by district for teacher evaluation	NYS Grade 8 Science Assessment and Earth Science Regents (at the 8th grade level)
9-12	(h) students' progress toward graduation	Credit accrual for current cohorts

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>The targets being used for the Local Measures for Principals were decided collaboratively between the district and the principals.</p> <p>The score of the principal of grades 2-5 will be based on the the building-wide, building specific Student Growth Percentile (SGP) as generated by the STAR Early Literacy, Reading and Math Enterprise Assessments. This SGP score will be applied to the HEDI scale and converted into the appropriate points. This is an achievement target.</p> <p>The score of the principal of grades 6-8 will be based on the percentage of students who are proficient (3 or higher) New York State Science assessments given at the 8th grade level inclusive of the NYS Grade 8 Science Assessment and Earth Science Regents Exam. An percent of students achieving at a level three or higher on NYS Grade 8 Science Assessment, or 65 or higher on the Earth Science Regents exam will be applied to a HEDI scale and converted into the appropriate points. This</p>
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is an achievement target.  
The score of the principal of grades 9-12 will be based on the percentage of students who have accrued 21 credits by 11th grade utilizing 9, 10 and 11 grade credits. The percentage of students will be applied to the HEDI scale and converted into the appropriate points. This is an achievement target.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 8.1

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

(No response)

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

assets/survey-uploads/12190/1004998-qBFVOWF7fC/2014 2-12 Principal ALL HEDI Scales LOCAL 20 & 15 POINTS Revised\_1.docx

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

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

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

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

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

- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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-1	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The targets being used for the Local Measures for Principals were decided collaboratively between the district and the principals. The score of the principal of grades K-1 will be based on the the building-wide Student Growth Percentile (SGP) as generated by the STAR Early Literacy Enterprise Assessments. This SGP score will be applied to the HEDI scale and converted into the appropriate points. This is an achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to K-1 building principal with a building-wide, building specific, student growth percentile (SGP) of 61 or higher.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to K-1 building principal with a building-wide, building specific, student growth percentile (SGP) between 41 and 60.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Assigned to K-1 building principal with a building-wide, building specific, student growth percentile (SGP) between 21 and 40.

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

Assigned to K-1 building principal with a building-wide, building specific, student growth percentile (SGP) between 1 and 20.

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/12190/1004998-T8MIGWUVm1/HEDI Chart for Local Measure K-1 Principal 20 points Revised.docx

### 8.3) Locally Developed Controls

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

No adjustments, controls or other special considerations were used.

### 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.

For principals with more than one locally selected measure, the results of each measure will be weighted proportionally based on percentage of students enrolled in the courses and combined for one overall HEDI. Standard rounding rules apply.

### 8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

To ensure that all ISLLC standards are evaluated each year, we created a crosswalk document to identify each ISLLC standard within the domains of the MPPR. Both probationary and tenured principals will be formally observed, minimally, twice per year (at least one unannounced and one scheduled). Principals will be assigned points based on the domains and dimensions within the MPPR rubric. For each performance indicator of each domain, the principal can receive 0 to 6 points on Domains 1 through Domain 6 (indicators 1-30 - see attached document "E30"), and receive 0 to 3 points on Domain 6, indicator 31 (see attached document "E31"), and all indicators in Domain 7. Each principal can earn the points through the formal observation, informal walk through and/or inclusion of artifacts. The total number of raw points that can be earned on the rating scale developed by Grand Island CSD is 225 raw points. The earned points will be converted to a scaled HEDI score out of 60 points. The points for each performance indicator are assigned summatively based on all of the evidence that is collected and observed over the course of the year.

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

assets/survey-uploads/12205/1004999-pMADJ4gk6R/2014 Administrator Scoring Chart for Other Measures Revised.docx

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

Highly Effective: Overall performance and results exceed standards.	The principal would need to earn 46 to 60 points or higher based on the MPPR scoring rubric developed by Grand Island CSD
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Effective: Overall performance and results meet standards.	The principal would need to earn 31 to 45 points based on the MPPR scoring rubric developed by Grand Island CSD
Developing: Overall performance and results need improvement in order to meet standards.	The principal would need to earn 16 to 30 points based on the MPPR scoring rubric developed by Grand Island CSD
Ineffective: Overall performance and results do not meet standards.	The principal would need to earn 0 to 15 points based on the MPPR scoring rubric developed by Grand Island CSD

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	46-60
Effective	31-45
Developing	16-30
Ineffective	0-15

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	46-60
Effective	31-45
Developing	16-30
Ineffective	0-15

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

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## 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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

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

[assets/survey-uploads/5276/188472-Df0w3Xx5v6/PIP Form.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Only overall final evaluations receiving a rating of "Ineffective" or "Developing" can be appealed, based only on what is outlined in Education Law section 3012-c. Principals will be allowed to respond/comment in writing about their school visit reports or any other component of their evaluation, whether they choose to appeal the evaluation or not.

- 1) Before submitting a formal appeal, a principal must first meet with the evaluator to discuss his/her concerns, bringing along a union representative if desired.
- 2) To appeal an evaluation, the principal must provide a written appeal of the evaluation to the evaluator within ten (10) work days of receiving the final evaluation rating.
- 3) The evaluator must provide the principal a written response indicating his/her decision and rationale regarding the appeal within ten (10) work days of receiving the written appeal from the principal.
- 4) To continue the appeal thereafter, the principal will notify the Superintendent within ten (10) work days of this intent; the school district will then secure a mutually agreed upon impartial hearing officer and conduct a hearing within thirty (30) days.
- 5) The impartial hearing officer must provide the involved parties with a written response to the appeal within thirty (30) work days of the hearing. The decision of the impartial hearing officer shall be final and binding, and not subject to the normal grievance procedure outlined in the GIASC Contract. When an appeal is successful, the impartial hearing officer sets aside in whole, or in part, the APPR composite score and may require a new evaluation be conducted, and/or provide other directives as appropriate.

All steps and the resolution of an appeal will occur in a timely and expeditious manner in compliance with NYS Education Law 3012-c.

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

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

Each of the evaluator(s) of the principals in the Grand Island Central School District, including the Superintendent of Schools, will be trained in the nine elements of 30-2.9 for lead evaluator certification.

The lead evaluator(s), including the Superintendent, have attended several workshops to gain expertise in the evaluation of the principals for the new APPR offered by the State Education Department, BOCES, The New York State Council of School Superintendents and/or other providers.

All administrators, (building leaders and lead evaluators, including the Superintendent) will receive rubric specific training on the Multidimensional Principal Performance Rubric which will be used in this school district. The lead evaluator(s) and Superintendent will attend additional professional development workshops and training as they may become available by BOCES, SED, the New York Council of School Superintendents and/or other providers.

As part of their ongoing training, the lead evaluator(s) will conduct a total of two school visitations of each principal using the Multidimensional Principal Performance Rubric during each school year. The evidence gathered from the visitations, as well as the artifacts that have been submitted by the principal, will be reviewed independently by each lead evaluator and Superintendent; and aligned to the rubric to determine a rating. This process will be used to ensure inter-rater reliability.

The evidence of all the training will be presented to the Board of Education who will certify that the lead evaluator(s) and the Superintendent are both highly qualified to be the lead evaluators for the principals' APPR. The Board will re-certify each lead evaluator, including the Superintendent annually after reviewing the ongoing training they have received.

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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### Page 1

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

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

[assets/survey-uploads/12158/1005002-3Uqgn5g9Iu/APPR Signatures 3.1.14.pdf](assets/survey-uploads/12158/1005002-3Uqgn5g9Iu/APPR%20Signatures%203.1.14.pdf)

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

## TEACHER EVALUATION: HEDI Scale

The following HEDI criteria will be used for all grades and subjects across the district. It will be used for the Student Learning Objectives (SLOs), based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
<b>HIGHLY EFFECTIVE</b> 85 - 100%	Assigned to teachers with 85% or higher of their students meeting or exceeding their target.
<b>EFFECTIVE</b> 50 - 84%	Assigned to teachers with 50% to 84% or higher of their students meeting or exceeding their target.
<b>DEVELOPING</b> 26 - 49%	Assigned to teachers with 26% to 49% or higher of their students meeting or exceeding their target.
<b>INEFFECTIVE</b> 0 - 25%	Assigned to teachers with 0% to 25% or higher of their students meeting or exceeding their target.

### HEDI Chart #1: 20 Point Conversion Chart

At the beginning of the school year, a target will be set to measure student academic growth, taking into account the various factors that influence student learning. The percent of students who meet their group or individual goals will be translated into a score out of 20 points using the conversion below:

		<b>17</b>	81 - 84%				
		<b>16</b>	77 - 80%				
		<b>15</b>	73 - 76%				
		<b>14</b>	69 - 72%	<b>8</b>	46 - 49%		
		<b>13</b>	65 - 68%	<b>7</b>	42 - 45%		
		<b>12</b>	61 - 64%	<b>6</b>	38 - 41%		
<b>20</b>	> 94%	<b>11</b>	57 - 60%	<b>5</b>	34 - 37%	<b>2</b>	17 - 25%
<b>19</b>	90 - 94%	<b>10</b>	53 - 56%	<b>4</b>	30 - 33%	<b>1</b>	8 - 16%
<b>18</b>	85 - 89%	<b>9</b>	50 - 52%	<b>3</b>	26 - 29%	<b>0</b>	0 - 7%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>85 - 100%</b>		<b>50 - 84%</b>		<b>26-49%</b>		<b>0-25%</b>	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data) and district values about student growth.

# HEDI Chart(s) for Local Measure K-5 Teachers

## Local Measures of Student Achievement - 15 Points

The building-wide Median Student Growth Percentile (SGP) generated by STAR Renaissance Assessments would be used as the local measure for all teachers under the APPR mandate, school specific at the K-5 levels.

Local Measures of Student Achievement will be determined as follows:

- All Teachers Grades K-1: STAR Early Literacy Median Student Growth Percentile based on building-wide score.
- All Teachers Grades 2-5: The average of the STAR Reading and STAR Math building-wide Median Student Growth Percentile score(s). This local measure will be computed and applied building specific.

		<b>13</b>	57 - 60				
		<b>12</b>	54 - 56	<b>7</b>	37 - 40		
		<b>11</b>	50 - 53	<b>6</b>	33 - 36		
		<b>10</b>	47 - 49	<b>5</b>	29 - 32	<b>2</b>	17 - 20
<b>15</b>	76 - 99	<b>9</b>	44 - 46	<b>4</b>	25 - 28	<b>1</b>	8 - 16
<b>14</b>	61 - 75	<b>8</b>	41 - 43	<b>3</b>	21 - 24	<b>0</b>	1 - 7
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>61-99</b>		<b>41 - 60</b>		<b>21-40</b>		<b>1-20</b>	

### Mastery Measure for Teachers K-1

Teachers may earn an additional one or two points based on the percentage of students within the building, who reach an SGP of 61 on the respective STAR Assessments, per building within the academic school year. The teacher shall receive one point if mastery scores 51% of the HEDI or two points if the scores fall at or above 52%.

### Mastery Measure for Teachers K-1

Percent of Students Reaching Mastery on STAR Early Literacy Assessments		
52%– 100%	51 %	0 – 50%
+2 points	+1 point	+0 points

### Mastery Measure for Teachers 2-5

Teachers may earn an additional one or two points based on the percentage of students within the building, who reach an SGP of 61 or the respective STAR Reading and Math Assessments, per building within this academic school year. The teacher shall receive one point if mastery scores 57% of the HEDI or two points if the scores fall at or above 58%.

### Mastery Measure for Teachers 2-5

Percent of Students Reaching Mastery on STAR Reading and Math Assessments		
58%– 100%	57 %	0 – 56%
+2 points	+1 point	+0 points

## HEDI Chart(s) for Local Measure Middle School Teachers (15 Points)

### Local Measures of Student Achievement - 15 Points

A building-wide measure will be used as the local measure for all teachers under the APPR mandate, at the Grades 6-8 levels. Local Measures of Student Achievement will be determined as the average of all students achieving a level 3 or 4 on the specified NYS Grade 6-8 Assessment/Exam as follows:

HEDI Scale for **6-8 Science Teachers** will use the NYS Grade 8 Science Assessment and/or Earth Science Exam

		<b>13</b>	78 - 80%				
		<b>12</b>	74 - 77%	<b>7</b>	58 - 60%		
		<b>11</b>	69 - 73%	<b>6</b>	54 - 57%		
		<b>10</b>	66 - 68%	<b>5</b>	49 - 53%	<b>2</b>	28 - 40%
<b>15</b>	91 - 100%	<b>9</b>	64 - 65%	<b>4</b>	45 - 48%	<b>1</b>	15 - 27%
<b>14</b>	81 - 90%	<b>8</b>	61 - 63%	<b>3</b>	41 - 44%	<b>0</b>	0 - 14%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>81 - 100%</b>		<b>61 - 80%</b>		<b>41 - 60%</b>		<b>0 - 40%</b>	

**All Science Teachers Grades 6-8:** The average of all students achieving a level 3 or 4 on New York State Grade 8 Science Assessment/exam will be used at the 6-8 level, inclusive of the NYS Grade 8 Science and Regents Earth Science exam.

- For students taking these assessments, proficiency will be defined as achievement of a level 3 or 4, or 65 and above.
- ONLY the 8th grade students will be included in the Earth Science calculations at this level.

HEDI Scale for **6-8 ELA/Social Studies/LOTE/PE/Health/FACS/Art/Music/and Technology Teachers** will use the composite of 6-8 NYS English Language Arts Assessments

		<b>13</b>	53 - 56%				
		<b>12</b>	47 - 52%	<b>7</b>	26 - 34%		
		<b>11</b>	41 - 46%	<b>6</b>	22 - 25%		
		<b>10</b>	37 - 40%	<b>5</b>	19 - 21%	<b>2</b>	9-12%
<b>15</b>	71 - 100%	<b>9</b>	36%	<b>4</b>	16 -18%	<b>1</b>	5 - 8%
<b>14</b>	57 - 70%	<b>8</b>	35%	<b>3</b>	13 - 15%	<b>0</b>	0 - 4%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>57 - 100%</b>		<b>35 - 56%</b>		<b>13 - 34%</b>		<b>0-12%</b>	

All Grades **6-8 ELA, Social Studies, LOTE, PE, Health, FACS, Art, Music and Technology Teachers:** New York State English Language Arts Assessments taken at the 6-8 level will use the composite of 6-8 NYS English Language Arts Assessments.

- For students taking these assessments, proficiency will be defined as achievement of a level 3 or 4

HEDI Scale for **6-8 Math Teachers** will use the composite of 6-8 NYS Mathematics Assessments/Exams

		<b>13</b>	53 - 56%				
		<b>12</b>	47 - 52%	<b>7</b>	26 - 34%		
		<b>11</b>	41 - 46%	<b>6</b>	22 - 25%		
		<b>10</b>	37 - 40%	<b>5</b>	19 - 21%	<b>2</b>	9-12%
<b>15</b>	71 - 100%	<b>9</b>	36%	<b>4</b>	16 -18%	<b>1</b>	5 - 8%
<b>14</b>	57 - 70%	<b>8</b>	35%	<b>3</b>	13 - 15%	<b>0</b>	0 - 4%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>57 - 100%</b>		<b>35 - 56%</b>		<b>13 - 34%</b>		<b>0-12%</b>	

All **Math Teachers Grades 6-8:** The average of all students achieving a level 3 or 4 on New York State Mathematic Assessments will be used at the 6-8 level, inclusive of the NYS Grades 6-8 Mathematics and Integrated Algebra/Common Core Algebra

- For students taking both the Integrated Algebra and Common Core Regents exam, the higher score of the two exams will be applied.
- Proficiency is defined as achievement of a level 3 or 4, or 65 and above.

## Mastery Measure for Teachers 6-8

Teachers may earn an additional one or two points based on the percentage of students who reach mastery level of 4 on all 6-8 NYS ELA, Mathematics and Grade 8 Science Assessments and/or 85 or higher on all Regents exams, inclusive of Common Core exams, taken at the Middle School level within this academic school year. Ranges of percentages were based on a one year of historical data. The teacher shall receive one point if 26% of the students achieve mastery or two points if the scores fall at or above 27%.

## Mastery Measure for Teachers 6-8

Percent of Students Reaching Mastery on All NYS Assessments/Exams Gr. 6-8		
+27 - 100%	+26 %	0 – 25%
+2 points	+1 point	+0 points

**HEDI Chart(s) for Local Measure  
High School Teachers (15 Points)**

**Local Measures of Student Achievement - 15 Points**

A building-wide measure will be used as the local measure for all teachers under the APPR mandate, at the Grades 9-12 levels. Local Measures of Student Achievement will be determined as the average of all students achieving a passing score on all Regents exams as follows:

HEDI Scale for **9-12 Teachers** will use the composite of all High School Regents Exams passing.

- For students taking the Integrated and Common Core Algebra Regents exams, the higher score of the two exams will be applied.
- Proficiency is defined as achievement of 65 and above.

		<b>13</b>	83 - 89%				
		<b>12</b>	76 - 82%	<b>7</b>	45 - 49%		
		<b>11</b>	69 - 75%	<b>6</b>	40 - 44%		
		<b>10</b>	62 - 68%	<b>5</b>	35 - 39%	<b>2</b>	17 - 25%
<b>15</b>	95 - 100%	<b>9</b>	56 - 61%	<b>4</b>	30 - 34%	<b>1</b>	8 - 16%
<b>14</b>	90 - 94%	<b>8</b>	50 - 55%	<b>3</b>	26 - 29%	<b>0</b>	0 - 7%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>90 - 100%</b>		<b>50 - 89%</b>		<b>26 - 49%</b>		<b>0 - 25%</b>	

Mastery Measure for Teachers 9-12

Teachers may earn an additional one or two points based on the percentage of students who reach mastery level of 85 or higher on all Regents exams, inclusive of Common Core exams, taken at the High School level within this academic school year. Ranges of percentages were based on a four year historical data. The teacher shall receive one point if 43% of the students achieve mastery or two points if the scores fall at or above 44%.

Mastery Measure for Teachers 9-12

Percent of Students Reaching Mastery on HS Regents Exams		
44 – 100%	43%	0 – 42%
+2 points	+1 point	+0 points

# HEDI Chart(s) for Local Measure K-5 Teachers

## Local Measures of Student Achievement - 20 Points

The building-wide Median Student Growth Percentile (SGP) generated by STAR Renaissance Assessments would be used as the local measure for all teachers under the APPR mandate, school specific at the K-5 levels.

Local Measures of Student Achievement will be determined as follows:

- All Teachers Grades K-1: STAR Early Literacy Median Student Growth Percentile based on building-wide score.
- All Teachers Grades 2-5: The average of the STAR Reading and STAR Math building-wide Median Student Growth Percentile score(s). This local measure will be computed and applied building specific.

		<b>17</b>	58 – 60						
		<b>16</b>	55 – 57						
		<b>15</b>	53 – 54						
		<b>14</b>	51 – 52	<b>8</b>	37 – 40				
		<b>13</b>	49 – 50	<b>7</b>	33 – 36				
		<b>12</b>	47 – 48	<b>6</b>	30 – 32				
<b>20</b>	87 - 99	<b>11</b>	45 – 46	<b>5</b>	27 – 29	<b>2</b>	14 – 20		
<b>19</b>	74 - 86	<b>10</b>	43 – 44	<b>4</b>	24 – 26	<b>1</b>	7 – 13		
<b>18</b>	61 - 73	<b>9</b>	41 – 42	<b>3</b>	21 – 23	<b>0</b>	1 – 6		
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>			
<b>61 - 99</b>		<b>41 – 60</b>		<b>21- 40</b>		<b>1 – 20</b>			

### Mastery Measure for Teachers K-1

Teachers may earn an additional one or two points based on the percentage of students within the building, who reach an SGP of 61 or the respective STAR Assessments, per building within this academic school year. The teacher shall receive one point if mastery scores 51% of the HEDI or two points if the scores fall at or above 52%.

### Mastery Measure for for Teachers K-1

Percent of Students Reaching Mastery on STAR Early Literacy Assessments		
52%– 100%	51 %	0 – 50%
+2 points	+1 point	+0 points

### Mastery Measure for Teachers 2-5

Teachers may earn an additional one or two points based on the percentage of students within the building, who reach an SGP of 61 or the respective STAR Reading and Math Assessments, per building within this academic school year. The teacher shall receive one point if mastery scores 57% of the HEDI or two points if the scores fall at or above 58%.

### Mastery Measure for Teachers 2-5

Percent of Students Reaching Mastery on STAR Reading and Math Assessments		
58%– 100%	57 %	0 – 56%
+2 points	+1 point	+0 points

**HEDI Chart(s) for Local Measure  
Middle School Teachers (20 Points)**

**Local Measures of Student Achievement - 20 Points**

A building-wide measure will be used as the local measure for all teachers under the APPR mandate, at the Grades 6-8 levels. Local Measures of Student Achievement will be determined as the average of all students achieving a level 3 or 4 on the specified NYS Grade 6-8 Assessment/Exam as follows:

HEDI Scale for **6-8 Science Teachers** will use the NYS Grade 8 Science Assessment and/or Earth Science Exam

		17	85 - 89 %				
		16	80 - 84%				
		15	75 -79%				
		14	70 -74%	8	46 -49%		
		13	66 - 69%	7	42 - 45%		
		12	62 - 65%	6	38 - 41%		
20	97-100%	11	58 - 61%	5	34 - 37%	2	17 - 25%
19	93-96%	10	54 - 57%	4	30 - 33%	1	8 - 16%
18	90-92%	09	50 -53%	3	26 - 29%	0	0-7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90- 100%		50 - 89%		26 - 49%		0-25%	

**All Science Teachers Grades 6-8:** The average of all students achieving a level 3 or 4 on New York State Grade 8 Science Assessment/exam will be used at the 6-8 level, inclusive of the NYS Grade 8 Science and Regents Earth Science exam.

- For students taking these assessments, proficiency will be defined as achievement of a level 3 or 4, or 65 and above.
- ONLY the 8th grade students will be included in the Earth Science calculations at this level.

HEDI Scale for **6-8 ELA/Social Studies/LOTE/PE/Health/FACS/Art/Music/and Technology Teachers** will use the composite of 6-8 NYS English Language Arts Assessments

		17	50 - 56%				
		16	44 - 49%				
		15	43%				
		14	42%	8	26 - 36%		
		13	41%	7	23 - 25%		
		12	40%	6	21 - 22%		
20	86 - 100%	11	39%	5	19 - 20%	2	10 - 14%
19	71 - 85%	10	38%	4	17 - 18%	1	5 - 9%
18	57 - 70%	09	37%	3	15 - 16%	0	0 - 4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
57-100%		37-56%		15-36%		0- 14%	

All Grades **6-8 ELA, Social Studies, LOTE, PE, Health, FACS, Art, Music and Technology Teachers:** New York State English Language Arts Assessments taken at the 6-8 level will use the composite of 6-8 NYS English Language Arts Assessments.

- For students taking these assessments, proficiency will be defined as achievement of a level 3 or 4

HEDI Scale for **6-8 Math Teachers** will use the composite of 6-8 NYS Mathematics Assessments/Exams

		17	50 - 56%				
		16	44 - 49%				
		15	43%				
		14	42%	8	26 - 36%		
		13	41%	7	23 - 25%		
		12	40%	6	21 - 22%		
20	86-100%	11	39%	5	19 - 20%	2	10-14%
19	71 - 85%	10	38%	4	17 - 18%	1	5-9%
18	57 - 70%	09	37%	3	15 - 16%	0	0-4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
57-100%		37 - 56%		15-36%		0- 14%	

**All Math Teachers Grades 6-8:** The average of all students achieving a level 3 or 4 on New York State Mathematic Assessments will be used at the 6-8 level, inclusive of the NYS Grades 6-8 Mathematics and Integrated Algebra

- For students taking the Integrated and Common Core Algebra Regents exams, the higher score of the two exams will be applied.
- Proficiency is defined as achievement of a level 3 or 4, or 65 and above.

### Mastery Measure for Teachers 6-8

Teachers may earn an additional one or two points based on the percentage of students who reach mastery level of 4 on all 6-8 NYS ELA, Mathematics and Grade 8 Science Assessments and/or 85 or higher on all Regents exams, inclusive of Common Core exams, taken at the Middle School level within this academic school year. Ranges of percentages were based on a one year of historical data. The teacher shall receive one point if 26% of the students achieve mastery or two points if the scores fall at or above 27%.

### Mastery Measure for Teachers 6-8

Percent of Students Reaching Mastery on All NYS Assessments/Exams Gr. 6-8		
+27 - 100%	+26 %	0 – 25%
+2 points	+1 point	+0 points

**HEDI Chart(s) for Local Measure  
High School Teachers (20 Points)**

**Local Measures of Student Achievement - 20 Points**

A building-wide measure will be used as the local measure for all teachers under the APPR mandate, at the Grades 9-12 levels. Local Measures of Student Achievement will be determined as the average of all students achieving a passing score on all Regents exams as follows:

HEDI Scale for **9-12 Teachers** will use the composite of all High School Regents Exams passing.

- For students taking the Integrated and Common Core Algebra Regents exams, the higher score of the two exams will be applied.
- Proficiency is defined as 65 and above.

		17	85 - 89%				
		16	80 - 84%				
		15	75 - 79%				
		14	70 - 74%	8	46 - 49%		
		13	66 - 69%	7	42 - 45%		
		12	62 - 65%	6	38 - 41%		
20	97 - 100%	11	58 - 61%	5	34 - 37%	2	17 - 25%
19	93 - 96%	10	54 - 57%	4	30 - 33%	1	8 - 16%
18	90 - 92%	09	50 - 53%	3	36 - 39%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90 - 100%		50 - 89%		26 - 49%		0 - 25%	

Mastery Measure for Teachers 9-12

Teachers may earn an additional one or two points based on the percentage of students who reach mastery level of 85 or higher on all Regents exams, inclusive of Common Core exams, taken at the High School level within this academic school year. Ranges of percentages were based on a four year historical data. The teacher shall receive one point if 43% of the students achieve mastery or two points if the scores fall at or above 44%.

Percent of Students Reaching Mastery on HS Regents Exams		
44 - 100%	43%	0 - 42%
+2 points	+1 point	+0 points

## Other Measures of Effectiveness

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**Key:**

Ineffective - 1pt

Developing - 2pts

Effective - 3pts

Highly Effective - 4pts

### Pre Observation Conference

<b>Planning &amp; Preparation</b>				
1	2	3	4	
				<b>1a Demonstrating Knowledge of Content and Pedagogy</b>
				<b>1b Demonstrating Knowledge of Students</b>
				<b>1c Selecting Instructional Goals</b>
				<b>1d Demonstrating Knowledge of Resources</b>
				<b>1e Planning &amp; Implementing Content Instruction</b>
				<b>1f Designing &amp; Implementing Student Assessment</b>

Average = Total Score/6

Average = \_\_\_\_\_

### Post Observation Conference

<b>Professional &amp; Leadership Responsibilities</b>				
1	2	3	4	
				<b>4a Reflecting on Teaching</b>

Score = \_\_\_\_\_

## Other Measures of Effectiveness

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**Key:**

Ineffective - 1pt

Developing - 2pts

Effective - 3pts

Highly Effective - 4pts

### Formal Observation

<b>The Classroom Environment</b>				
1	2	3	4	
				2a <b>Creating an Environment of Respect and Rapport</b>
				2b <b>Establishing a Culture for Learning</b>
				2c <b>Managing Classroom Procedures</b>
				2d <b>Managing Student Behavior</b>
				2e <b>Managing Physical Space</b>
<b>Instruction</b>				
1	2	3	4	
				3a <b>Communicating Clearly and Accurately</b>
				3b <b>Using Questioning and Discussion Techniques</b>
				3c <b>Engaging Students in the Work</b>
				3d <b>Using Assessment in Instruction</b>
				3e <b>Demonstrating Flexibility and Responsiveness</b>

**Average = total points/10**

**Average = \_\_\_\_\_**

**Probationary Teacher Only (Second Formal Observation)**

**Average Score for First Observation** \_\_\_\_\_

**Average Score for Second Observation** \_\_\_\_\_

**Average of the Two Observations** \_\_\_\_\_

## Other Measures of Effectiveness

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**Key:**

- Ineffective - 1pt
- Developing - 2pts
- Effective - 3pts
- Highly Effective - 4pts

### Walkthrough Observation

<b>The Classroom Environment</b>					
NA	1	2	3	4	
					<b>2a Creating an Environment of Respect and Rapport</b>
					<b>2b Establishing a Culture for Learning</b>
					<b>2c Managing Classroom Procedures</b>
					<b>2d Managing Student Behavior</b>
					<b>2e Managing Physical Space</b>
<b>Instruction</b>					
NA	1	2	3	4	
					<b>3a Communicating Clearly and Accurately</b>
					<b>3b Using Questioning and Discussion Techniques</b>
					<b>3c Engaging Students in the Work</b>
					<b>3d Using Assessment in Instruction</b>
					<b>3e Demonstrating Flexibility and Responsiveness</b>

**Average = total points/number of domains observed**

**Average = \_\_\_\_\_**

## Other Measures of Effectiveness

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**Key:**

Ineffective - 1pt

Developing - 2pts

Effective - 3pts

Highly Effective - 4pts

### Professional & Leadership Responsibilities

<b>Professional &amp; Leadership Responsibilities</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
				<b>4b Maintaining Accurate Records</b>
				<b>4c Communicating with Families</b>
				<b>4d Participating in a Professional Community</b>
				<b>4e Growing and Developing Professionally</b>
				<b>4f Showing Professionalism</b>

**Average = total points/5**

**Average = \_\_\_\_\_**

## Other Measures of Effectiveness

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### Point Conversion Chart for “Other Measures of Effectiveness”

Using the average of the Rubric Scores from the Pre & Post Observation, Formal Observation (twice), Unannounced Observation and Professional Responsibilities

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34

## Other Measures of Effectiveness

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1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

# Grand Island Central School District

## Teacher Improvement Plan

Teacher Name: \_\_\_\_\_ Composite Score: \_\_\_\_\_ Score Breakdown: \_\_\_\_\_

Subject/Grade Level: \_\_\_\_\_ Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Teacher Standard(s) chosen for Further Development</b>	<b>Danielson Domain(s)</b>	<b>Action(s) to be Taken</b> (Use additional sheets if needed)	<b>Person(s) Responsible</b>	<b>Timeline For Progress</b>	<b>Indicators of Success</b>	<b>Improvements Made and Documented</b>

**Signatures:**

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Representative/Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Or, Teacher Initials Waiving Representation: \_\_\_\_\_

Date: \_\_\_\_\_

## PRINCIPAL EVALUATION: HEDI Scale

The following HEDI criteria will be used for all grades and subjects across the for the Student Learning Objectives (SLOs) based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
<b>HIGHLY EFFECTIVE</b> 85 - 100%	The principal made above average gains in student academic growth beyond the expectations (targets) set by the district at the beginning of the academic year.
<b>EFFECTIVE</b> 50 - 84%	The principal made acceptable and appropriate gains in student academic growth aligned to the expectations (targets) set by the district at the beginning of the academic year.
<b>DEVELOPING</b> 26 - 49%	The principal made gains in student academic growth but it did not meet the expectations (targets) set by the district at the beginning of the academic year.
<b>INEFFECTIVE</b> 0 - 25%	The principal made little no gains in student academic growth, and failed to meet expectations (targets) set by the district at the beginning of the academic year.

### HEDI Chart: 20 Point Conversion Chart

At the beginning of the school year, a target will be set to measure student academic growth or achievement, taking into account the various factors that influence student learning. The percent of students who meet their group or individual goals will be translated into a score out of 20 points using the conversion below:

		<b>17</b>	81 - 84%				
		<b>16</b>	77 - 80%				
		<b>15</b>	73 - 76%				
		<b>14</b>	69 - 72%	<b>8</b>	46 - 49%		
		<b>13</b>	65 - 68%	<b>7</b>	42 - 45%		
		<b>12</b>	61 - 64%	<b>6</b>	38 - 41%		
<b>20</b>	> 94%	<b>11</b>	57 - 60%	<b>5</b>	34 - 37%	<b>2</b>	17 - 25%
<b>19</b>	90 - 94%	<b>10</b>	53 - 56%	<b>4</b>	30 - 33%	<b>1</b>	8 - 16%
<b>18</b>	85 - 89%	<b>9</b>	50 - 52%	<b>3</b>	26 - 29%	<b>0</b>	0 - 7%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>85 - 100%</b>		<b>50 - 84%</b>		<b>26-49%</b>		<b>0-25%</b>	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data) and district values about achievement.

**PRINCIPAL EVALUATION: HEDI Criteria Chart**

When NYSED adopts a Value Added measure, the principal composite score calculation will change to a 25/15/60 model as defined in the Commissioner’s Regulation.

**HEDI Chart: 15 Point Conversion Chart**

At the beginning of the school year, a target will be set to measure student academic growth or achievement, taking into account the various factors that influence student learning. The percent of students who meet their group or individual goals will be translated into a score out of 15 points using the conversion below:

		<b>13</b>	79 - 84%				
		<b>12</b>	73 - 78%	<b>7</b>	45 - 49%		
		<b>11</b>	67 - 72%	<b>6</b>	40 - 44%		
		<b>10</b>	61 - 66%	<b>5</b>	35 - 39%	<b>2</b>	17 - 25%
<b>15</b>	93 - 100%	<b>9</b>	55 - 60%	<b>4</b>	30 - 34%	<b>1</b>	8 - 16%
<b>14</b>	85 - 92%	<b>8</b>	50 - 54%	<b>3</b>	26 - 29%	<b>0</b>	0 - 7%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>85 - 100%</b>		<b>50 - 84%</b>		<b>26-49%</b>		<b>0-25%</b>	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data) and district values about achievement.

**PRINCIPAL EVALUATION: HEDI Scale Local Measures**

The following HEDI criteria will be used for all principals cross the district. It will be used for the Local Measures of Student Achievement (Local) based on the 20/20/60 model described in the Commissioner's Regulations.

**HEDI Chart(s) for Local Measure  
2-5 Principal(s)**

**Local Measures of Student Achievement - 20 Points**

The building-wide Median Student Growth Percentile (SGP) generated by STAR Renaissance Assessments would be used as the local measure for all principal(s) under the APPR mandate, school specific at the 2-5 levels.

Local Measures of Student Achievement will be determined as follows:

- All Principal(s) Grades 2-5: The average of the STAR Reading and STAR Math building-wide Median Student Growth Percentile score(s). This local measure will be computed and applied building specific.

		<b>17</b>	58 – 60				
		<b>16</b>	55 – 57				
		<b>15</b>	53 – 54				
		<b>14</b>	51 – 52	<b>8</b>	37 – 40		
		<b>13</b>	49 – 50	<b>7</b>	33 – 36		
		<b>12</b>	47 – 48	<b>6</b>	30 – 32		
<b>20</b>	87 - 99	<b>11</b>	45 – 46	<b>5</b>	27 – 29	<b>2</b>	14 – 20
<b>19</b>	74 - 86	<b>10</b>	43 – 44	<b>4</b>	24 – 26	<b>1</b>	7 – 13
<b>18</b>	61 - 73	<b>9</b>	41 – 42	<b>3</b>	21 – 23	<b>0</b>	1 – 6
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>61 - 99</b>		<b>41 – 60</b>		<b>21- 40</b>		<b>1 – 20</b>	

**PRINCIPAL EVALUATION: HEDI Scale Local Measures**

The following HEDI criteria will be used for all principals cross the district. It will be used for the Local Measures of Student Achievement (Local) based on the 20/20/60 model described in the Commissioner's Regulations.

**HEDI Chart(s) for Local Measure  
Middle School Principal (20 Points)**

**Local Measures of Student Achievement - 20 Points**

A building-wide measure will be used as the local measure for all principal under the APPR mandate, at the Grades 6-8 levels. Local Measures of Student Achievement will be determined as the average of all students achieving a level 3 or 4 on the specified NYS Grade 6-8 Assessment/Exam as follows:

HEDI Scale for **6-8 Principal** will use the NYS Grade 8 Science Assessment and/or Earth Science Exam.

		17	85 - 89 %				
		16	80 - 84%				
		15	75 -79%				
		14	70 -74%	8	46 - 49%		
		13	66 - 69%	7	42 - 45%		
		12	62 - 65%	6	38 - 41%		
20	97 - 100%	11	58 - 61%	5	34 - 37%	2	17 - 25%
19	93 - 96%	10	54 - 57%	4	30 - 33%	1	8 -16%
18	90 - 92%	09	50 -53%	3	26 - 29%	0	0 - 7%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
90- 100%		50 - 89%		26 - 49%		0-25%	

**Principal Grades 6-8:** The average of all students achieving a level 3 or 4 on New York State Grade 8 Science Assessment/exam will be used at the 6-8 level, inclusive of the NYS Grade 8 Science and Regents Earth Science exam.

- For students taking these assessments, proficiency will be defined as achievement of a level 3 or 4, or 65 and above.
- ONLY the 8th grade students will be included in the Earth Science calculations at this level.

**PRINCIPAL EVALUATION: HEDI Scale Local Measures**

The following HEDI criteria will be used for all principals cross the district. It will be used for the Local Measures of Student Achievement (Local) based on the 20/20/60 model described in the Commissioner's Regulations.

**HEDI Chart(s) for Local Measure  
High School Principal (20 Points)**

**Local Measures of Student Achievement - 20 Points**

A building-wide measure will be used as the local measure for all principal under the APPR mandate, at the Grades 9-12 levels. The percentage of students will be applied to the HEDI scale and converted into the appropriate points. This is an achievement target.

HEDI Scale for **9-12 Principal**: The Local Measure of the principal of grades 9-12 will be based on the percentage of students who have accrued 21 credits by 11th grade utilizing 9, 10 and 11 grade credits.

		<b>17</b>	81 - 84%				
		<b>16</b>	77 - 80%				
		<b>15</b>	73 - 76%				
		<b>14</b>	69 - 72%	<b>8</b>	46 - 49%		
		<b>13</b>	65 - 68%	<b>7</b>	42 - 45%		
		<b>12</b>	61 - 64%	<b>6</b>	38 - 41%		
<b>20</b>	> 94%	<b>11</b>	57 - 60%	<b>5</b>	34 - 37%	<b>2</b>	17 - 25%
<b>19</b>	90 - 94%	<b>10</b>	53 - 56%	<b>4</b>	30 - 33%	<b>1</b>	8 - 16%
<b>18</b>	85 - 89%	<b>9</b>	50 - 52%	<b>3</b>	26 - 29%	<b>0</b>	0 - 7%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>85 - 100%</b>		<b>50 - 84%</b>		<b>26-49%</b>		<b>0-25%</b>	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data) and district values about student achievement.

**PRINCIPAL EVALUATION: HEDI Criteria Charts**

When NYSED adopts a Value Added measure, the teacher and principal composite score calculation will change to a 25/15/60 model as defined in the Commissioner's Regulation.

**HEDI Chart(s) for Local Measure  
2-5 Principals**

**Local Measures of Student Achievement - 15 Points**

The building-wide Median Student Growth Percentile (SGP) generated by STAR Renaissance Assessments would be used as the local measure for all teachers under the APPR mandate, school specific at the K-5 levels.

Local Measures of Student Achievement will be determined as follows:

- Principals at Grades 2-5: The average of the STAR Reading and STAR Math building-wide Median Student Growth Percentile score(s). This local measure will be computed and applied building specific.

		<b>13</b>	57 - 60				
		<b>12</b>	54 - 56	<b>7</b>	37 - 40		
		<b>11</b>	50 - 53	<b>6</b>	33 - 36		
		<b>10</b>	47 - 49	<b>5</b>	29 - 32	<b>2</b>	17 - 20
<b>15</b>	76 - 99	<b>9</b>	44 - 46	<b>4</b>	25 - 28	<b>1</b>	8 - 16
<b>14</b>	61 - 75	<b>8</b>	41 - 43	<b>3</b>	21 - 24	<b>0</b>	1 - 7
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>61 - 99</b>		<b>41 - 60</b>		<b>21-40</b>		<b>1-20</b>	

**PRINCIPAL EVALUATION: HEDI Criteria Charts**

When NYSED adopts a Value Added measure, the teacher and principal composite score calculation will change to a 25/15/60 model as defined in the Commissioner's Regulation.

**HEDI Chart(s) for Local Measure  
Middle School Principal (15 Points)**

**Local Measures of Student Achievement - 15 Points**

A building-wide measure will be used as the local measure for the Middle School Principal under the APPR mandate. Local Measures of Student Achievement will be determined as the average of all students achieving a level 3 or 4 on the specified NYS Grade 8 Assessment/Exam as follows:

HEDI Scale will use the NYS Grade 8 Science Assessment and/or Earth Science Exam

		<b>13</b>	78 - 80%				
		<b>12</b>	74 - 77%	<b>7</b>	58 - 60%		
		<b>11</b>	69 - 73%	<b>6</b>	54 - 57%		
		<b>10</b>	66 - 68%	<b>5</b>	49 - 53%	<b>2</b>	28 - 40%
<b>15</b>	91 - 100%	<b>9</b>	64 - 65%	<b>4</b>	45 - 48%	<b>1</b>	15 - 27%
<b>14</b>	81 - 90%	<b>8</b>	61 - 63%	<b>3</b>	41 - 44%	<b>0</b>	0 - 14%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>81 - 100%</b>		<b>61 - 80%</b>		<b>41 - 60%</b>		<b>0-40%</b>	

All **Science assessments at Grade 8**: The average of all students achieving a level 3 or 4 on New York State Grade 8 Science Assessment/exam will be used at the 6-8 level, inclusive of the NYS Grade 8 Science and Regents Earth Science exam.

- For students taking these assessments, proficiency will be defined as achievement of a level 3 or 4, or 65 and above.
- ONLY the 8th grade students will be included in the Earth Science calculations at this level.

**PRINCIPAL EVALUATION: HEDI Criteria Chart**

When NYSED adopts a Value Added measure, the principal composite score calculation will change to a 25/15/60 model as defined in the Commissioner’s Regulation.

**HEDI Chart(s) for Local Measure  
High School Principal (15 Points)**

A building-wide measure will be used as the local measure for all principal under the APPR mandate, at the Grades 9-12 levels. The percentage of students will be applied to the HEDI scale and converted into the appropriate points. This is an achievement target.

HEDI Scale for **9-12 Principal**: The Local Measure of the principal of grades 9-12 will be based on the percentage of students who have accrued 21 credits by 11th grade utilizing 9, 10 and 11 grade credits.

		<b>13</b>	79 - 84%				
		<b>12</b>	73 - 78%	<b>7</b>	45 - 49%		
		<b>11</b>	67 - 72%	<b>6</b>	40 - 44%		
		<b>10</b>	61 - 66%	<b>5</b>	35 - 39%	<b>2</b>	17 - 25%
<b>15</b>	93 - 100%	<b>9</b>	55 - 60%	<b>4</b>	30 - 34%	<b>1</b>	8 - 16%
<b>14</b>	85 - 92%	<b>8</b>	50 - 54%	<b>3</b>	26 - 29%	<b>0</b>	0 - 7%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>85 - 100%</b>		<b>50 - 84%</b>		<b>26-49%</b>		<b>0-25%</b>	

The HEDI Rating ranges have been developed based on the review of historical data (CDEP & District Report Card data) and district values about achievement.

## HEDI Chart(s) for Local Measure

### K-1 Principal

#### Local Measures of Student Achievement - 20 Points

The building-wide Median Student Growth Percentile (SGP) generated by STAR Renaissance Assessments would be used as the local measure for the K-1 Principal under the APPR mandate.

Local Measures of Student Achievement will be determined as follows:

- STAR Early Literacy Median Student Growth Percentile based on building-wide score.

		<b>17</b>	58 – 60						
		<b>16</b>	55 – 57						
		<b>15</b>	53 – 54						
		<b>14</b>	51 – 52	<b>8</b>	37 – 40				
		<b>13</b>	49 – 50	<b>7</b>	33 – 36				
		<b>12</b>	47 – 48	<b>6</b>	30 – 32				
<b>20</b>	87 - 99	<b>11</b>	45 – 46	<b>5</b>	27 – 29	<b>2</b>	14 – 20		
<b>19</b>	74 - 86	<b>10</b>	43 – 44	<b>4</b>	24 – 26	<b>1</b>	7 – 13		
<b>18</b>	61 - 73	<b>9</b>	41 – 42	<b>3</b>	21 – 23	<b>0</b>	1 – 6		
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>			
<b>61 - 99</b>		<b>41 – 60</b>		<b>21- 40</b>		<b>1 – 20</b>			



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						15	29-30
60	201-225	45	110-112	30	64-66	14	27-28
59	181-200	44	107-109	29	61-63	13	25-26
58	151-180	43	104-106	28	58-60	12	23-24
57	130-150	42	101-103	27	55-57	11	21-22
56	129	41	98-100	26	52-54	10	19-20
55	128	40	95-97	25	49-51	9	17-18
54	127	39	92-94	24	47-48	8	15-16
53	126	38	89-91	23	45-46	7	13-14
52	125	37	86-88	22	43-44	6	11-12
51	124	36	83-85	21	41-42	5	9-10
50	123	35	79-81	20	39-40	4	7-8
49	121-122	34	76-78	19	37-38	3	5-6
48	119-120	33	73-75	18	35-36	2	3-4
47	116-118	32	70-72	17	33-34	1	1-2
46	113-115	31	67-69	16	31-32	0	0
<b>Highly Effective</b> <b>46-60</b> 113-225 (Raw)		<b>Effective</b> <b>31-45</b> 67-112 (Raw)		<b>Developing</b> <b>16-30</b> 31-66 (Raw)		<b>Ineffective</b> <b>0-15</b> 0-30 (Raw)	

# Principal Scoring Worksheet

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

School Building: \_\_\_\_\_ Grades: \_\_\_\_\_

GROWTH SCORE [20 points]	SCORE
	/20

LOCAL SCORE [20 points]	SCORE
	/20

MULTIPLE MEASURES [60 points]	RATING 1	RATING 2	Raw Score (TOTAL)	Converted Scale SCORE
DOMAIN 1: Vision	/24	/24		
DOMAIN 2: Culture	/60	/60		
DOMAIN 3: Learning Environment	/30	/30		
DOMAIN 4: Community	/18	/18		
DOMAIN 5: Ethics	/36	/36		
DOMAIN 6: Political	/15	/15		
DOMAIN 7: Goal Setting and Attainment	/42	/42		
<b>TOTAL MULTIPLE MEASURES SCORE</b>			<b>/225</b>	<b>/60</b>
<b>REVISED* TOTAL MULTIPLE MEASURES SCORE</b>			<b>/225</b>	<b>/60</b>

OVERALL RUBRIC SCORE	RATING CATEGORY	Composite Score	Score Source	Points Earned
0-64	Ineffective		Growth	
65-74	Developing		Local	
75-90	Effective		Multiple Measures	
91-100	Highly Effective		Total	

## Principal Summary Evaluation Narrative

This form may be used to evaluate evidence collected from school site visits inclusive of the formal observation, unannounced walk-through, and the end of year evaluative conference. This data is collected in preparation for the summative evaluation.

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

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

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

DOMAIN 1: Shared Vision of Learning		Highly Effective (6)	Effective (4)	Developing (2)	Ineffective (0)	Not Applicable (NA)
<b>E1</b>	<b>Culture-</b> Communicates School Vision and Mission					
<b>E2</b>	<b>Culture-</b> Alignment of School Vision and Mission to Learning					
<b>E3</b>	<b>Culture-</b> Alignment of School Vision and Mission to Programs and Policies					
<b>E4</b>	<b>Sustainability-</b> Continuous School Improvement					
<b>Overall Rating for Domain 1</b>		(24 Total Points)				

EVIDENCE	Notes
<input type="checkbox"/>	

	<b>DOMAIN 2: School Culture &amp; Instructional Program</b>	Highly Effective (6)	Effective (4)	Developing (2)	Ineffective (0)	Not Applicable (NA)
<b>E5</b>	<b>Culture-</b> Supports collaboration to improve practice					
<b>E6</b>	<b>Culture-</b> Nurtures a culture of collaboration, trust, learning, and high expectations.					
<b>E7</b>	<b>Culture-</b> Supports a personalized and motivating learning environment.					
<b>E8</b>	<b>Instructional Program-</b> Comprehensive, rigorous and coherent curricular program					
<b>E9</b>	<b>Instructional Program-</b> Instructional Supervision					
<b>E10</b>	<b>Instructional Program-</b> Use of instructional time					
<b>E11</b>	<b>Capacity Building-</b> Develops the instructional leadership capacity of staff					
<b>E12</b>	<b>Capacity Building-</b> Promotes the use of most effective and appropriate technologies to support teaching and learning					
<b>E13</b>	<b>Sustainability-</b> Develops assessment and accountability systems to monitor student progress.					
<b>E14</b>	<b>Strategic Planning Process:</b> Monitors and evaluates the impact of the instructional program.					
	<b>Overall Rating for Domain 2</b>	(60 Total Points)				

<b>EVIDENCE</b>	Notes
<input type="checkbox"/>	

	<b>DOMAIN 3: Safe, Efficient, Effective Learning Environment</b>	Highly Effective (6)	Effective (4)	Developing (2)	Ineffective (0)	Not Applicable (NA)
<b>E15</b>	<b>Capacity Building-</b> Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.					
<b>E16</b>	<b>Capacity Building-</b> Develops the capacity for distributed leadership.					
<b>E17</b>	<b>Culture-</b> Promotes and protects the welfare and safety of students and staff					
<b>E18</b>	<b>Sustainability-</b> Monitors and evaluates the management and operational systems.					
<b>E19</b>	<b>Instructional Program-</b> Ensures teacher and organization time is focused to support quality instruction and student learning.					
	<b>Overall Rating for Domain 3</b>	(30 Total Points)				

<b>EVIDENCE</b>	Notes
<input type="checkbox"/>	

<b>DOMAIN 4: Community</b>		Highly Effective (6)	Effective (4)	Developing (2)	Ineffective (0)	Not Applicable (NA)
<b>E20</b>	<b>Strategic Planning Process: Inquiry-</b> Collects and analyzes data for continuous improvement.					
<b>E21</b>	<b>Culture-</b> Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.					
<b>E22</b>	<b>Sustainability-</b> Builds and sustains positive relationships with families and caregivers.					
<b>Overall Rating for Domain 4</b>		(18 Total Points)				

<b>EVIDENCE</b>	<b>Notes</b>
<input type="checkbox"/>	

<b>DOMAIN 5: Integrity, Fairness, Ethics</b>		Highly Effective (6)	Effective (4)	Developing (2)	Ineffective (0)	Not Applicable (N/A)
<b>E23</b>	<b>Sustainability-</b> Ensures a system of accountability of every student's academic and social success.					
<b>E24</b>	<b>Sustainability-</b> Considers and evaluates the potential moral and legal consequences of decision making.					
<b>E25</b>	<b>Sustainability-</b> Assumes responsibility for considering and upholding mandates.					
<b>E26</b>	<b>Culture-</b> Models principles of self-awareness, reflective practice, transparency, and ethical behavior.					
<b>E27</b>	<b>Culture-</b> Safeguards the values of democracy, equity, and diversity.					
<b>E28</b>	<b>Culture-</b> Promotes social justice and ensures that individual student needs inform all aspects of schooling.					
<b>Overall Rating for Domain 5</b>		(36 Total Points)				

<b>EVIDENCE</b>	Notes
<input type="checkbox"/>	

	<b>DOMAIN 6: Political, Social, Economic, Legal &amp; Culture</b>	Highly Effective (6)	Effective (4)	Developing (2)	Ineffective (0)	Not Applicable (NA)
<b>E29</b>	<b>Sustainability-</b> Acts to influence local, district, state, and national decisions affecting student learning.					
<b>E30</b>	<b>Sustainability-</b> Assesses and analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.					

	<b>DOMAIN 6: Political, Social, Economic, Legal &amp; Culture (continued)</b>	Highly Effective (3)	Effective (2)	Developing (1)	Ineffective (0)	Not Applicable (NA)
<b>E31</b>	<b>Culture-</b> Advocates, for children, families, and caregivers.					
	<b>Overall Rating for Domain 6</b>	(15 Total Points)				

<b>EVIDENCE</b>	<b>Notes</b>
<input type="checkbox"/>	

<b>DOMAIN 7: Goal Setting and Attainment</b>		Highly Effective (3)	Effective (2)	Developing (1)	Ineffective (0)	Not Applicable (NA)
<b>E32</b>	<b>Uncovering Goals</b> – Decreases perceived gap to vision goal					
<b>E33</b>	<b>Uncovering Goals</b> – Triangulates school/district vision w/data					
<b>E34</b>	<b>Uncovering Goals</b> – Generates goals that ‘maximize’					
<b>E35</b>	<b>Uncovering Goals</b> – Goals both actionable and measurable					
<b>E36</b>	<b>Strategic Planning</b> – Prioritizes certain goals against others					
<b>E37</b>	<b>Strategic Planning</b> – Uses perception of others to test own assumptions about goals to ascertain alignment to vision					
<b>E38</b>	<b>Strategic Planning</b> – Articulates strategies					
<b>E39</b>	<b>Strategic Planning</b> – Evidence that attending to goals minimized distance between reality and vision					
<b>E40</b>	<b>Taking Action</b> – Action Planning					
<b>E41</b>	<b>Taking Action</b> – Utilization of action plan					
<b>E42</b>	<b>Taking Action</b> – Seeking multiple perspectives					
<b>E43</b>	<b>Evaluating Attainment</b> – Systematically documents and reflects					
<b>E44</b>	<b>Evaluating Attainment</b> – Establishes degree to which goals have been attained and next steps					
<b>E45</b>	<b>Evaluating Attainment</b> – Next steps					
<b>Overall Rating for Domain 7</b>		(42 Total Points)				

<b>EVIDENCE</b>	Notes
<input type="checkbox"/>	

Evaluatee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PRINCIPAL IMPROVEMENT PLAN

Principal: \_\_\_\_\_

Date(s) Preconference: \_\_\_\_\_

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

Observations(s) \_\_\_\_\_

Administrator(s): \_\_\_\_\_

Coaching \_\_\_\_\_

Area Identified for Improvement	MPPR Domain ISSLC Standard	Action(s) to be Taken	District Administrators' Responsibilities	Principal's Responsibilities	Timeline For Progress	Indicators of Success	Improvements Made and Documented

District Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Representative/Witness Signature \_\_\_\_\_

Date: \_\_\_\_\_

Or, Principal's Waiving Representation: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

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

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

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

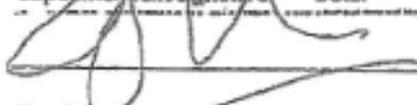
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next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

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

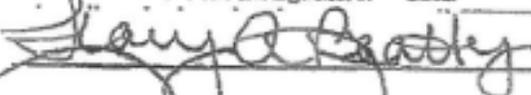
**Signatures, dates**

Superintendent Signature:

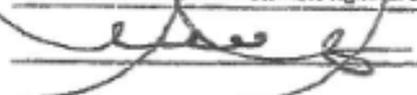
Date:

 3/1/14

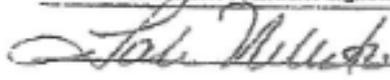
Teachers Union President Signature: Date:

 3/1/14

Administrative Union President Signature: Date:

 3/1/14

Board of Education President Signature: Date:

 3/1/14