



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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November 5, 2012

David Dimbleby, Superintendent
Hilton Central School District
225 West Ave.
Hilton, NY 14468

Dear Superintendent Dimbleby:

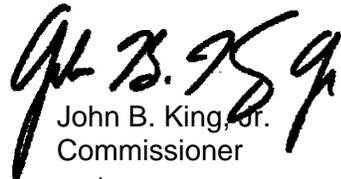
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Jo Anne Antonacci

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, June 14, 2012

Updated Friday, November 02, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 261101060000

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

261101060000

1.2) School District Name: HILTON CSD

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

HILTON CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, June 29, 2012

Updated Friday, November 02, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

| | ELA | Assessment |
|---|---|---|
| K | District, regional, or BOCES-developed assessment | Monroe 2 BOCES developed Regional Kindergarten ELA Assessment |
| 1 | District, regional, or BOCES-developed assessment | Monroe 2 BOCES developed Regional 1st Grade ELA Assessment |
| 2 | District, regional, or BOCES-developed assessment | Monroe 2 BOCES developed Regional 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 student performance.

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| 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. | Points are assigned based on percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set. Students will take a Monroe 2 BOCES developed post assessment or State Assessment/Regents (where one exists) at the end of the course and the students' academic growth will be determined. See table 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | The work of the teacher results in acceptable, measurable, and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | The work of the teacher does not result in acceptable student academic growth. |

2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|---|--|
| K | District, regional, or BOCES-developed assessment | Monroe 2 BOCES developed Regional Kindergarten Math Assessment |
| 1 | District, regional, or BOCES-developed assessment | Monroe 2 BOCES developed Regional 1st Grade Math Assessment |
| 2 | District, regional, or BOCES-developed assessment | Monroe 2 BOCES developed Regional 2nd Grade Math Assessment |
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
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| 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. | Points are assigned based on percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set. Students will take a Monroe 2 BOCES developed post assessment or State Assessment/Regents (where one exists) at the end of the course and the students' academic growth will be determined. See table 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |

| | |
|--|---|
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | The work of the teacher results in acceptable, measurable, and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | The work of the teacher does not result in acceptable student academic growth. |

2.4) Grades 6-8 Science

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

| | Science | Assessment |
|---|--|--|
| 6 | Not applicable | not applicable |
| 7 | District, regional or BOCES-developed assessment | Monroe 2 BOCES developed 7th Grade Regional 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 student performance.

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|---|--|
| 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. | Points are assigned based on percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set. Students will take a Monroe 2 BOCES developed post assessment or State Assessment/Regents (where one exists) at the end of the course and the students' academic growth will be determined. See table 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | The work of the teacher results in acceptable, measurable, and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | The work of the teacher does not result in acceptable student academic growth. |

2.5) Grades 6-8 Social Studies

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

| | Social Studies | Assessment |
|---|--|---|
| 6 | Not applicable | not applicable |
| 7 | District, regional or BOCES-developed assessment | Monroe 2 BOCES developed 7th Grade Regional Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | Monroe 2 BOCES developed 8th Grade Regional Social Studies Assessment |

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

| | |
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| 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. | Points are assigned based on percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set. Students will take a Monroe 2 BOCES developed post assessment or State Assessment/Regents (where one exists) at the end of the course and the students' academic growth will be determined. See table 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District goals for similar students. | The work of the teacher results in acceptable, measurable, and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District goals for similar students. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | The work of the teacher does not result in acceptable student academic growth. |

2.6) High School Social Studies Regents Courses

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

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

| | | Assessment |
|----------|---|--|
| Global 1 | District, regional, or BOCES-developed assessment | Monroe 2 BOCES developed Global 1Regional Assessment |

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

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

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| 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. | Points are assigned based on percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set. Students will take a Monroe 2 BOCES developed post assessment or State Assessment/Regents (where one exists) at the end of the course and the students' academic growth will be determined. See table 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District goals for similar students. | The work of the teacher results in acceptable, measurable, and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District goals for similar students. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | The work of the teacher does not result in acceptable student academic growth. |

2.7) High School Science Regents Courses

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

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

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Points are assigned based on percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set. Students will take a Monroe 2 BOCES developed post assessment or State Assessment/Regents (where one exists) at the end of the course and the students' academic growth will be determined. See table 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |

| | |
|--|---|
| Effective (9 - 17 points) Results meet District goals for similar students. | The work of the teacher results in acceptable, measurable, and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District goals for similar students. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | The work of the teacher does not result in acceptable student academic growth. |

2.8) High School Math Regents Courses

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

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

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Points are assigned based on percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set. Students will take a Monroe 2 BOCES developed post assessment or State Assessment/Regents (where one exists) at the end of the course and the students' academic growth will be determined. See table 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District goals for similar students. | The work of the teacher results in acceptable, measurable, and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District goals for similar students. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | The work of the teacher does not result in acceptable student academic growth. |

2.9) High School English Language Arts

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

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

| | High School English Courses | Assessment |
|--------------|--|---|
| Grade 9 ELA | District, regional or BOCES-developed assessment | Monroe 2 BOCES developed Grade 9 Regional ELA Assessment |
| Grade 10 ELA | District, regional or BOCES-developed assessment | Monroe 2 BOCES developed Grade 10 Regional ELA Assessment |
| Grade 11 ELA | Regents assessment | NYS Comprehensive English Regents Assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Points are assigned based on percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set. Students will take a Monroe 2 BOCES developed post assessment or State Assessment/Regents (where one exists) at the end of the course and the students' academic growth will be determined. See table 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District goals for similar students. | The work of the teacher results in acceptable, measurable, and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District goals for similar students. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | The work of the teacher does not result in acceptable student academic growth. |

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 |
|-------------------------|---------------------------------------|--|
| Physical Education K-12 | District, Regional or BOCES-developed | Monroe 2 BOCES developed Grade K-12 Regional Physical Education Assessment |
| General Music K-6 | District, Regional or BOCES-developed | Monroe 2 BOCES developed Grade K-6 Regional General Music Assessment |
| Art K-8 | District, Regional or BOCES-developed | Monroe 2 BOCES developed Grade K-8 Regional Art Assessment |
| Studio in Art | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Studio in Art Assessment |
| Spanish 7-8 | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Spanish 7-8 Assessment |

| | | |
|-----------------------------|---------------------------------------|--|
| Spanish I | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Spanish I Assessment |
| Spanish II | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Spanish II Assessment |
| Spanish III | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Spanish III Assessment |
| Spanish IV | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Spanish IV Assessment |
| French 7-8 | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional French 7-8 Assessment |
| French I | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional French I Assessment |
| French II | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional French II Assessment |
| French III | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional French III Assessment |
| French IV | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional French IV Assessment |
| Economics | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Economics Assessment |
| Participation in Government | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Participation in Government Assessment |
| Psychology | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Psychology Assessment |
| IB 20th Century Topics | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional IB 20th Century Topics Assessment |
| IB Precalculus | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional IB Precalculus Assessment |
| Intro to Programming | District, Regional or BOCES-developed | Monroe 2 BOCES developed Regional Intro to Programming Assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Points are assigned based on percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set. Students will take a Monroe 2 BOCES developed post assessment or State Assessment/Regents (where one exists) at the end of the course and the students' academic growth will be determined. See table 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District goals for similar students. | The work of the teacher results in acceptable, measurable, and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District goals for similar students. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved |

with all populations taught by the teacher.

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

The work of the teacher does not result in acceptable student academic growth.

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

[assets/survey-uploads/5364/147336-avH4IQNZMh/Form_2_10_All_Other_Courses\[1\]_3.doc](#)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/147336-TXEttx9bQW/HEDI Rating--Assessments.docx-20.docx](#)

2.12) Locally Developed Controls

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

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

No adjustments, controls, or other special considerations will be used.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

| | |
|---|---------|
| 2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. | Checked |
|---|---------|

| | |
|---|---------|
| 2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws. | Checked |
|---|---------|

| | |
|--|---------|
| 2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded. | Checked |
| 2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |
| 2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html). | Checked |
| 2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO. | Checked |
| 2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction. | Checked |
| 2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. | Checked |
| 2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. | Checked |

3. Local Measures (Teachers)

Created Friday, June 29, 2012

Updated Friday, November 02, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|--|----------------------------|
| 4 | 3) Teacher specific achievement or growth score computed locally | Grade 4 NYS ELA Assessment |
| 5 | 3) Teacher specific achievement or growth score computed locally | Grade 5 NYS ELA Assessment |
| 6 | 3) Teacher specific achievement or growth score computed locally | Grade 6 NYS ELA Assessment |
| 7 | 3) Teacher specific achievement or growth score computed locally | Grade 7 NYS ELA Assessment |
| 8 | 3) Teacher specific achievement or growth score computed locally | Grade 8 NYS ELA Assessment |

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. | Points are assigned based on percentage of teacher's students achieving performance targets. The teacher and his/her evaluator (administrator) will analyze a change in scores on the NYS ELA Assessment for a subgroup of students. Scores for the subgroup from the previous grade level and current grade level will be used. See table 3.3 below |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable, measurable and appropriate student academic growth. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|--|-----------------------------|
| 4 | 3) Teacher specific achievement or growth score computed locally | Grade 4 NYS Math Assessment |
| 5 | 3) Teacher specific achievement or growth score computed locally | Grade 5 NYS Math Assessment |
| 6 | 3) Teacher specific achievement or growth score computed locally | Grade 6 NYS Math Assessment |
| 7 | 3) Teacher specific achievement or growth score computed locally | Grade 7 NYS Math Assessment |
| 8 | 3) Teacher specific achievement or growth score computed locally | Grade 8 NYS Math Assessment |

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 | Points are assigned based on percentage of teacher's students achieving performance targets. The teacher and his/her |
|--|--|

| | |
|---|--|
| subcomponent. If needed, you may upload a table or graphic at 3.3, below. | evaluator (administrator) will analyze a change in scores on the NYS Math Assessment for a subgroup of students. Scores for the subgroup from the previous grade level and current grade level will be used. See table 3.3 below |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable , measurable and appropriate student academic growth. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/147407-rhJdBgDruP/HEDI Rating--Assessments.docx-15.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|--|---|
| K | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Kindergarten Regional Assessment |
| 1 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 1 Regional Assessment |
| 2 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 2 Regional Assessment |
| 3 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 3 Regional Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for the class and then analyze the data at the end of the school year as to whether the achievement was met. Option 2: A subgroup will be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable, measurable and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

3.5) Grades K-3 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|--|--|
| K | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Kindergarten Regional Math Assessment |
| 1 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 1 Regional Math Assessment |
| 2 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 2 Regional Math Assessment |
| 3 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 3 Regional Math Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for the class and then analyze the data at the end of the school year as to whether the achievement was met. Option 2: A subgroup will |
|---|---|

| | |
|---|---|
| | be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable , measurable and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

3.6) Grades 6-8 Science

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|--|--|
| 6 | Not applicable | not applicable |
| 7 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 7 Regional Science Assessment |
| 8 | 3) Teacher specific achievement or growth score computed locally | Grade 8 NYS Science Assessment |

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. | Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for the class and then analyze the data at the end of the school year as to whether the achievement was met. Option 2: A subgroup will be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable, measurable , and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |

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

The work of the teacher does not result in acceptable student academic growth.

3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|--|---|
| 6 | Not applicable | not applicable |
| 7 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 7 Regional Social Studies Assessment |
| 8 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 8 Regional Social Studies Assessment |

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. | Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for the class and then analyze the data at the end of the school year as to whether the achievement was met. Option 2: A subgroup will be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable, measurable , and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------|--|---|
| Global 1 | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Global 1 Regional Assessment |
| Global 2 | 3) Teacher specific achievement or growth score computed locally | NYS Global 2 Regents |
| American History | 3) Teacher specific achievement or growth score computed locally | NYS United States History and Government Regents |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for the class and then analyze the data at the end of the school year as to whether the achievement was met. Option 2: A subgroup will be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable, measurable , and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

3.9) High School Science

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

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for the class and then analyze the data at the end of the school year as to whether the achievement was met. Option 2: A subgroup will be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable, measurable , and appropriate student academic growth. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

3.10) High School Math

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

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

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

| | | |
|-----------|--|---------------------------|
| Geometry | 3) Teacher specific achievement or growth score computed locally | NYS Geometry Regents |
| Algebra 2 | 3) Teacher specific achievement or growth score computed locally | NYS Algebra2/Trig Regents |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for the class and then analyze the data at the end of the school year as to whether the achievement was met. Option 2: A subgroup will be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable, measurable , and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------|--|---|
| Grade 9 ELA | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 9 Regional ELA Assessment |
| Grade 10 ELA | 3) Teacher specific achievement or growth score computed locally | Monroe 2 BOCES developed Grade 10 Regional ELA Assessment |
| Grade 11 ELA | 3) Teacher specific achievement or growth score computed locally | NYS Comprehensive English Regents |

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

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

| | |
|---|---|
| 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. | Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for the class and then analyze the data at the end of the school year as to whether the achievement was met. Option 2: A subgroup will be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable, measurable , and appropriate student academic growth. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

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 |
|-------------------------|---|--|
| Physical Education K-12 | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed K-12 Regional PE Assessment |
| General Music K-6 | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed K-6 Regional General Music Assessment |
| Art K-8 | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed K-8 Regional Art Assessment |
| Studio in Art | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Studio in Art Regional Assessment |
| Spanish 7-8 | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Spanish 7-8 Regional Assessment |
| Spanish I | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Spanish I Regional Assessment |
| Spanish II | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Spanish II Regional Assessment |

| | | |
|-----------------------------|---|--|
| Spanish III | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Spanish III Regional Assessment |
| Spanish IV | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Spanish IV Regional Assessment |
| French 7-8 | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed French 7-8 Regional Assessment |
| French I | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed French I Regional Assessment |
| French II | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed French II Regional Assessment |
| French III | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed French III Regional Assessment |
| French IV | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed French IV Regional Assessment |
| Economics | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Economics Regional Assessment |
| Participation in Government | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Participation in Government Regional Assessment |
| Psychology | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Psychology Regional Assessment |
| IB 20th Century Topics | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed IB 20th Century Topics Regional Assessment |
| IB Precalculus | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed IB Precalculus Regional Assessment |
| Intro to Programming | 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Intro to Programming Regional Assessment |

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. | Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for the class and then analyze the data at the end of the school year as to whether the achievement was met. Option 2: A subgroup will be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in acceptable, measurable , and appropriate student academic growth. |

| | |
|--|---|
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the teacher does not result in acceptable student academic growth. |

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

assets/survey-uploads/5139/147407-Rp0Ol6pk1T/Form_3_12_All_Other_Courses[1]_2.doc

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/147407-y92vNseFa4/HEDI Rating--Assessments.docx-20_1.docx

3.14) Locally Developed Controls

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

no adjustments, controls, or other special considerations will be used.

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.

Teachers in grades K-6 who provide students with both NYS ELA and NYS Math assessments will have the ELA score count 50% of their locally selected measure and math score count 50% of their locally selected measure. High School teachers with more than one measure will have each measure prorated accordingly.

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 Friday, June 29, 2012

Updated Friday, November 02, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

| | |
|--|---------------|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 32 |
| One or more observation(s) by trained independent evaluators | (No response) |
| Observations by trained in-school peer teachers | (No response) |
| Feedback from students using State-approved survey tool | (No response) |
| Feedback from parents/caregivers using State-approved survey tool | (No response) |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 28 |

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

All 60 points result from the rubric (Danielson's Framework for Teaching) based classroom observations and structured review of lesson plans, portfolios, and other teacher artifacts. Each domain is of equal weight:

Learning Environment: 15 points

Professional Responsibilities: 15 points

Instruction: 15 points

Planning and Preparation: 15 points

Each indicator in the domain is weighted (within that domain). The weight is determined according to the number of indicators within the domain. For example, in Domain 2--Classroom Environment there are 15 indicators. Each indicator is weighted as follows:

Highly Effective 1 point, Effective .75 points, Developing .5 points, Ineffective 0 points. If a teacher gets highly effective on each

indicator in each domain, the teacher will receive 60 points.

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

(No response)

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | The overall performance of the teacher exceeds NYS Teaching Standards. Points are assigned according to the process stated above in 4.5. |
| Effective: Overall performance and results meet NYS Teaching Standards. | The overall performance of the teacher meets NYS Teaching Standards. Points are assigned according to the process stated above in 4.5. |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | The overall performance of the teacher needs improvement in order to meet NYS Teaching Standards. Points are assigned according to the process stated above in 4.5. |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | The overall performance of the teacher does not meet NYS Teaching Standards. Points are assigned according to the process stated above in 4.5. |

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

| | |
|---|---|
| 4.6) Observations of Probationary Teachers Formal/Long | 3 |
| 4.6) Observations of Probationary Teachers Informal/Short | 1 |
| 4.6) Observations of Probationary Teachers Enter Total | 4 |

By trained in-school peer teachers or other trained reviewers

| | |
|-------------|---|
| Formal/Long | 0 |
|-------------|---|

| | |
|----------------|---|
| Informal/Short | 0 |
|----------------|---|

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- Both
-

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

-
- Both
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- Both
-

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

- Both
-

5. Composite Scoring (Teachers)

Created Friday, June 29, 2012

Updated Friday, November 02, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, June 29, 2012

Updated Friday, November 02, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/147420-Df0w3Xx5v6/TIP.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:

*Hilton Central School District
Appeal Process*

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as either Developing or Ineffective.

This appeal procedure addresses a Hilton Central School Teacher Association Unit Member's due process rights while ensuring that appeals are resolved in an expeditious manner.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of APPR overall rating should be limited to those that rate a HCSTA unit member as Ineffective or Developing only. A school district or BOCES may only terminate a probationary teacher without regard to the APPR for statutorily and constitutionally permissible reasons other than the performance of the teacher, including but not limited to misconduct.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects: the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c; the Commissioner's regulation, and locally negotiated APPR procedures

PROHIBITION AGAINST MORE THAN ONE APPEAL

A HCSTA unit member may not file multiple appeals regarding the same performance review. 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

In an appeal, the HCSTA unit member has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. The grounds of the appeal are limited to Education Law §3012-c, the Commissioner's regulation, and/or the locally negotiated APPR Procedures.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing, and personally delivered by the HCSTA unit member to the Superintendent (no later than 5 work days when the District is open) of the date when the teacher receives his or her APPR overall rating. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned and not subject to review in any other forum. If a teacher receives his or her APPR overall rating after June 30th, the teacher has 5 days after Labor Day to submit the appeal.

When filing an appeal, the HCSTA unit member must submit to the Superintendent or designee 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 APPR overall rating being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT

Within 15 work days of receipt of an appeal, the school district staff member(s) who issued the APPR overall rating, 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 the deliberations related to the resolution of the appeal. The HCSTA unit member 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.

APPEALS REVIEW COMMITTEE

A HCSTA unit member has the option of having his/her appeal reviewed by a joint appeals committee prior to the appeals being submitted to the Superintendent of Schools for a decision. The appeals committee will consist of two members from the HCSTA and two member of District Administration. The Appeals Review Committee does not have the authority to make decisions regarding the appeal; the purpose of the committee is to provide the Superintendent of Schools with their feedback prior to the Superintendent rendering the final decision.

A HCSTA unit member also has the option of going directly to the Superintendent of Schools. During this meeting with the Superintendent of Schools, the HCSTA unit member may request union representation.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the Superintendent of Schools or the Superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. Prior to rendering a decision, the Superintendent or designee and/or the appealing member may request a hearing with the HCSTA unit member and/or school district staff member(s) who issued the APPR overall rating.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record and hearing (if hearing occurred), comprised of the HCSTA unit member'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.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the HCSTA unit member's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the HCSTA unit member and the evaluator or the person responsible for issuing the APPR overall rating, if that person is different. Furthermore, a copy of this decision, appeal, and supporting documents, if any, shall be placed in the HCSTA unit member's personnel file.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

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 APPR overall rating. A HCSTA unit member may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Teacher Evaluation APPR Training will be developed in conjunction with the NYSED Network Team training and will cover the nine assurance areas outlined in the regulation. The trainings will focus on the approved district selected rubric and teaching standards; evidence based observations including calibration work to ensure inter-rating agreement and reliability; and best practices in teacher evaluation process and procedures. All administration will attend five days of training on teacher evaluation.

To ensure inter-rating reliability, training will include teacher practice videos, asking administrators to script, align rubric and then place the level of performance using the HEDI rating. To ensure inter-rater reliability we will build in ongoing training throughout the year. In addition, administrators will practice collecting evidence and aligning that evidence to the rubric as part of regularly scheduled administrative meetings throughout the year.

Once administrators are trained (attending all 5 days of training) they will receive a certificate of completion. The administrators will then submit evidence of completion to the District Superintendent, who will then certify the administrator is certified. Administrators will be recertified annually and submit recertification certificates to the Superintendent of Schools who will certify that the administrators received proper recertification.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

| | |
|--|---------|
| 6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured. | Checked |
| 6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than | Checked |

| | |
|--|---------|
| the last school day of the school year for which the teacher or principal is being measured. | |
| 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)

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Updated Friday, November 02, 2012

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

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

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

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

| |
|---------------|
| PK-6 |
| K-6 |
| 7-8 |
| 9-12 |
| (No response) |
| (No response) |
| (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment |
|------------------------|----------------------------|------------------------|
| PreK-6 | | not applicable |
| K-6 | | not applicable |
| 7-8 | | not applicable |
| 9-12 | | not applicable |

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

| | |
|--|----------------|
| Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below. | Not applicable |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test). | Not applicable |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Not applicable |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Not applicable |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). | Not applicable |

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

no special considerations will be given

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, July 09, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|---|
| PreK-6 | (a) achievement on State assessments | NYS ELA 4-6 Assessment and NYS Math 4-6 Assessment |
| K-6 | (a) achievement on State assessments | NYS ELA 4-6 Assessment and NYS Math 4-6 Assessment |
| 7-8 | (a) achievement on State assessments | NYS ELA 7-8 Assessment and NYS Math 7-8 Assessment |
| 9-12 | (g) % achieving specific level on Regents or alternatives | NYS Algebra Regents and NYS Comprehensive English Regents |
| | | |
| | | |
| | | |
| | | |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | Points are assigned based on percentage of students achieving performance targets. In grades 4-8 changes level scores on NYS ELA Assessments and NYS Math Assessments will be used. In grades 9-12 changes in percentage of students passing (65% or above) and receiving mastery level (85% and above) on NYS Algebra Regents and NYS Comprehensive English Regents will be used. See table 8.1 below |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the principal results in extraordinary student academic growth beyond expectations during the school year. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the principal results in acceptable, measurable, and appropriate student academic growth. |

| | |
|--|---|
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the principal results in student academic growth that does not meet the established standard and/or is not achieved with all populations. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The work of the principal does not result in acceptable student academic growth. |

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

(No response)

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

[assets/survey-uploads/5366/150008-qBFVOWF7fC/HEDI Rating--Assessments.docx-15.docx](#)

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

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

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

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at

least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|----------------|
| PreK-6 | | not applicable |
| K-6 | | not applicable |
| 7-8 | | not applicable |
| 9-12 | | not applicable |
| | | |
| | | |
| | | |
| | | |

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. | not applicable |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | not applicable |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | not applicable |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | not applicable |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | not applicable |

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

no adjustments, controls, or other special considerations will be used in setting targets for local measures.

8.4) Principals with More Than One Locally Selected Measure

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

The principals who have multiple locally selected measures will receive a score in which each of the measures are weighted equally.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Monday, July 09, 2012

Updated Friday, November 02, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

| | |
|---|---------|
| 9.6) Assurances Assure that all ISSLC 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.

All 60 points result from the Multi-Dimensional Principal Performance Rubric based on principal observations and structured review of goals and evidence. In addition, on-going formal meetings will occur between the principal and his/her supervisor so as to make sure conversations reflect the areas of improvement for each school within the district. Each of the domains of the rubric (based on the ISSLC Standards) will be assigned 8 points for a total of 48 points, and the Goal Setting and Attainment portion of the rubric will be assigned 12 points--for a total score on the rubric of 60 points. Domain 1 of the rubric has 2 indicators and each indicator is worth 4 points for a total of 8 points for domain 1. For example, in Domain 1 each indicator is weighted as follows: Highly Effective 4 points, Effective 3 points, Developing 2 points, Ineffective 1point. Domain 2 of the rubric has 5 indicators and each indicator is worth 1.6 points for a total of 8 points for domain 2; domain 3 of the rubric has 4 indicators and each indicator is worth 2 points for a total of 8 points for domain 3; domain 4 of the rubric has 3 indicators and each indicator is worth 2.666 points for a total of 8 points for domain 4; domain 5 of the rubric has 2 indicators and each indicator is worth 4 points for a total of 8 points for domain 5; domain 6 of the rubric has 2 indicators and each indicator is worth 4 points for a total of 8 points for domain 6 and the Goal Setting and Attainment portion has 4 domains and each domain worth 3 points (domain 1 is worth 3 points, domain 2 is worth 3 points, domain 3 is worth 3 points, and domain 4 is worth 3 points). If a principal receives highly effective in all domains (rubric and goal setting and attainment) then the principal will receive 60 points.

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

(No response)

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

| | |
|--|--|
| Highly Effective: Overall performance and results exceed standards. | The overall performance of the principal exceeds the ISSLC standards according to the Multi-Dimensional rubric |
| Effective: Overall performance and results meet standards. | The overall performance of the principal meets the ISSLC standards according to the Multi-Dimensional rubric. |
| Developing: Overall performance and results need improvement in order to meet standards. | The overall performance of the principal needs improvement in order to meet the ISSLC standards according to the Multi-Dimensional rubric. |
| Ineffective: Overall performance and results do not meet standards. | The overall performance of the principal does not meet the ISSLC standards according to the Multi-Dimensional rubric. |

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, July 09, 2012

Updated Friday, November 02, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, July 09, 2012

Updated Friday, November 02, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/150010-Df0w3Xx5v6/PIP_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Hilton Central School District
Principal Appeal Process*

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for building principals as well as the issuance and implementation of improvement plans for principals whose performance is assessed as either Developing or Ineffective. This appeal procedure addresses a principals' due process rights while ensuring that appeals are resolved in an expeditious manner.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of APPR overall rating should be limited to those that rate a principal as Ineffective or Developing only. A school district or BOCES may only terminate a probationary principal without regard to the APPR for statutorily and constitutionally permissible reasons other than the performance of the principal, including but not limited to misconduct.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects: the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c; the Commissioner's regulation, and locally negotiated APPR procedures

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. 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

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. The grounds of the appeal are limited to Education Law §3012-c, the Commissioner's regulation, and/or the locally negotiated APPR Procedures.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing, and personally delivered by the principal to the Superintendent (no later than 5 work days when the District is open) of the date when the principal receives his or her APPR overall rating. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned and not subject to review in any other forum.

When filing an appeal, the principal must submit to the Superintendent or designee 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 APPR overall rating being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT

Within 15 work days of receipt of an appeal, the school district staff member(s) who issued the APPR overall rating, 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 the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent's designee. Prior to rendering a decision, the principal and the Superintendent will meet. Each party will bring one person (mutually agreed upon) to the table for a discussion. The principal is also entitled to bring the President of the Hilton Administrative unit as an additional representative.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record and hearing (if hearing occurred), comprised of the principal'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.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's

appeal. If the appeal is sustained, the Superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal and the Superintendent. Furthermore, a copy of this decision, appeal, and supporting documents, if any, shall be placed in the principal's personnel file.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal APPR overall rating. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Principal Evaluation APPR Training will be developed in conjunction with the NYSED Network Team training and will cover the assurance areas outlined in the regulation. The trainings will focus on the approved district selected rubric and ISSLC standards; evidence based observations including calibration work to ensure inter-rating agreement and reliability; and best practices in administrative evaluation process and procedures. The Superintendent of Schools who is evaluating principals attended training on principal evaluation.

To ensure inter-rating reliability, training included observation protocol in various settings, scripting and rubric alignment, using the HEDI rating. To ensure inter-rater reliability we will build in ongoing training throughout the year. In addition, the Superintendent of Schools will practice collecting evidence and aligning that evidence to the rubric as part of regularly scheduled administrative meetings throughout the year.

Once the Superintendent of Schools is trained he will receive a certificate of completion. The Superintendent of Schools will then submit evidence of completion to the Board of Education, who will then certify the Superintendent of Schools is certified. The Superintendent of Schools will receive recertification training on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

| | |
|--|---------|
| 11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner. | Checked |
|--|---------|

| | |
|--|---------|
| 11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. | Checked |
|--|---------|

| | |
|--|---------|
| 11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. | Checked |
|--|---------|

12. Joint Certification of APPR Plan

Created Monday, July 09, 2012

Updated Friday, November 02, 2012

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12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/149964-3Uqgn5g9Iu/Section 12-Joint Certification resubmit3.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Form 2.10) All Other Courses

Fill in, 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 |
|------------------------------------|--|---|
| Forensics | <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Forensics Assessment |
| Chemistry in the Community | <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Chemistry in the Community Assessment |
| Sports and Entertainment Marketing | <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Sports and Entertainment Marketing Assessment |
| CFM Business/Technology | <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional CFM Business/Technology Assessment |

| Course(s) or Subject(s) | Option | Assessment |
|--------------------------------|--|---|
| Criminology/Criminal Justice | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Criminology/Criminal Justice Assessment |
| Choir | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Choir Assessment |
| Graphics | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Graphics Assessment |
| Child Psychology | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Psychology Assessment |

| Course(s) or Subject(s) | Option | Assessment |
|--------------------------------|--|--|
| Electronics—Basic and Digital | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Electronics—Basic and Digital Assessment |
| Digital Media | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Digital Media Assessment |
| Material Processing | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Material Processing Assessment |
| Principals of Engineering | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Principals of Engineering Assessment |

| Course(s) or Subject(s) | Option | Assessment |
|--------------------------------|--|---|
| Photography | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Photography Assessment |
| Drawing and Painting | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Drawing and Painting Assessment |
| Wind Ensemble | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Wind Ensemble Assessment |

| Course(s) or Subject(s) | Option | Assessment |
|-----------------------------|--|--|
| Symphonia | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Symphonia Assessment |
| Chorus | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Chorus Assessment |
| Health | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Health Assessment |
| Family and Consumer Science | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Family and Consumer Science Assessment |

| Course(s) or Subject(s) | Option | Assessment |
|--------------------------------|--|--|
| Technology-Grades 7 and 8 | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Grades 7 and 8 Technology Assessment |
| Design and Drawing Production | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Design and Drawing Production Assessment |
| Keyboarding | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Keyboarding Assessment |
| Principals of Marketing | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Principals of Marketing Assessment |

| Course(s) or Subject(s) | Option | Assessment |
|--------------------------------|--|---|
| Food and Nutrition | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Food and Nutrition Assessment |
| IB Theory of Knowledge | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional IB Theory of Knowledge Assessment |
| Statistics | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Statistics Assessment |
| IB Math Studies | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional IB Math Studies Assessment |

| | | |
|---------------|--|--|
| Math for Life | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Math for Life Assessment |
| English 12 | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional English 12 Assessment |
| Library Media | <ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State | Monroe 2 BOCES developed Regional Library Media Assessment |

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

| | |
|---|---|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p> | <p>Points are assigned based on the percentage of teacher's students achieving performance targets. Students will take a Monroe 2 BOCES developed pre-assessment. Results from the pre-assessment will be analyzed by both the teacher and evaluator (administrator) and SLO targets will be set.</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p> | <p>The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.</p> |
| <p>Effective (9 - 17 points) Results meet District goals for similar students.</p> | <p>The work of the teacher results in acceptable, measurable, and appropriate student academic growth.</p> |
| <p>Developing (3 - 8 points) Results are below District goals for similar students.</p> | <p>The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p> |
| <p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p> | <p>The work of the teacher does not result in acceptable student academic growth.</p> |

HEDI Rating

Hilton Central School District

| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
|------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-------|------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 97-100 | 94-96 | 91-93 | 88-90 | 86-87 | 84-85 | 82-83 | 80-81 | 78-79 | 76-77 | 74-75 | 72-73 | 67-71 | 61-66 | 56-60 | 51-55 | 46-50 | 41-45 | 31-40 | 21-30 | 0-20 |

HEDI Rating

Hilton Central School District

| Highly Effective | | Effective | | | | | | Developing | | | | | Ineffective | | |
|------------------|-------|-----------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|------|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 96-100 | 91-95 | 87-90 | 84-86 | 81-83 | 78-80 | 75-77 | 72-74 | 65-71 | 59-64 | 53-58 | 47-52 | 41-46 | 31-40 | 21-30 | 0-20 |

Form 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 an attachment.

| Course(s) or Subject(s) | Locally-Selected Measure from List of Approved Measures | Assessment |
|----------------------------|---|---|
| Forensics | <ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Forensics Assessment |
| Chemistry in the Community | <ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Chemistry in the Community Assessment |
| Sports and Entertainment | <ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State | Monroe 2 BOCES developed Regional |

| | | |
|-----------|--|---|
| Marketing | <p>2) Teacher specific growth computed by NYSED</p> <ul style="list-style-type: none"> ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Sports and Entertainment Marketing Assessment |
|-----------|--|---|

| | | |
|-------------------------------|---|--|
| CFM Business/Tech | <ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives | Monroe 2 BOCES developed Regional CFM Business/Tech Assessment |
| Criminology/ Criminal Justice | <ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Criminology/ Criminal Justice Assessment |
| Choir | <ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally | Monroe 2 BOCES developed Regional Choir Assessment |

| | | |
|------------------|---|---|
| | <ul style="list-style-type: none"> <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives | |
| Graphics | <ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Graphics Assessment |
| Child Psychology | <ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally | Monroe 2 BOCES developed Regional Child Psychology Assessment |

| | | |
|-------------------------------|--|---|
| | <ul style="list-style-type: none"> ○ 7) Student Learning Objectives | |
| Electronics-Basic and Digital | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Electronics- Basic and Digital Assessment |
| Digital Media | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Digital Media Assessment |
| Material Processing | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED | Monroe 2 BOCES developed Regional Material Processing Assessment |



| | | |
|---------------------------|--|---|
| | <ul style="list-style-type: none"> ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | |
| Principals of Engineering | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Principal of Engineering Assessment |
| Photography | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure | Monroe 2 BOCES developed Regional Photography Assessment |

| | | |
|----------------------|--|---|
| | <ul style="list-style-type: none"> ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | |
| Drawing and Painting | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Drawing and Painting Assessment |
| Wind Ensemble | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Wind Ensemble Assessment |
| English 12 | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED | Monroe 2 BOCES developed Regional English 12 Assessment |

| | | |
|-----------|--|--|
| | <ul style="list-style-type: none"> ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | |
| Symphonia | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Symphonia Assessment |
| Chorus | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure | Monroe 2 BOCES developed Regional Chorus Assessment |

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| | <ul style="list-style-type: none"> ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | |
| Health | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Health Assessment |
| Family and Consumer Science | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Family and Consumer Science Assessment |
| Technology Grades 7 and 8 | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED | Monroe 2 BOCES developed Regional Technology Grades 7 and 8 Assessment |

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| | <ul style="list-style-type: none"> ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | |
| Design and Drawing Production | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Design and Drawing Production Assessment |
| Keyboarding | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure | Monroe 2 BOCES developed Regional Keyboarding Assessment |

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|-------------------------|--|--|
| | <ul style="list-style-type: none"> ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | |
| Principals of Marketing | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Principals of Marketing Assessment |

| | | |
|-----------------|--|--|
| IB Math Studies | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional IB Math Studies Assessment |
| Math for Life | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Math for Life Assessment |
| Library Media | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED | Monroe 2 BOCES developed Regional Library Media Assessment |

| | | |
|------------------------|--|---|
| | <ul style="list-style-type: none"> ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | |
| Food and Nutrition | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Food and Nutrition Assessment |
| IB Theory of Knowledge | <ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ● 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure | Monroe 2 BOCES developed Regional IB Theory of Knowledge Assessment |

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| | <ul style="list-style-type: none"> <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives | |
| Statistics | <ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives | Monroe 2 BOCES developed Regional Statistics Assessment |

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

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

| | |
|--|---|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>Points are assigned based on percentage of teacher's students achieving performance targets. Two options will be available based on district initiatives. Option 1: The teacher and his/her evaluator (administrator) will set an achievement target for each student and then analyze the data at the end of the school year as to whether the student achieved that target--and whether the SLO was met. Option 2: A subgroup will be identified and growth of that subgroup will be analyzed at the end of the year to determine if the growth was made and the SLO met. See table 3.13 below</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>The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.</p> |
| <p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>The work of teacher results in acceptable, measurable, and appropriate student academic growth.</p> |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>The work of the teacher does not result in acceptable student academic growth.</p> |

HEDI Rating

Hilton Central School District

| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-------------|-----------|-----------|----------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 97- 100 | 94- 96 | 91- 93 | 88- 90 | 86- 87 | 84- 85 | 82- 83 | 80- 81 | 78- 79 | 76- 77 | 74- 75 | 72- 73 | 67- 71 | 61- 66 | 56- 60 | 51- 55 | 46- 50 | 41- 45 | 31- 40 | 21- 30 | 0- 20 |

Hilton Central School District

Teacher Improvement Plan

This plan is designed to improve the performance of faculty members who have been identified by their building principals as requiring assistance towards meeting district expectations. The Teacher Improvement Plan consists of two levels of assistance – Level A and Level B.

| Level A Skill Assistance | |
|---|---|
| Skills needed for further development | |
| Conclusion of Level A Recommendation of Superintendent of Schools Date of Recommendation _____ | ____To move teacher back to the regular APPR process. |
| | ____To continue the teacher in the Teacher Improvement Plan, Level A; |
| | ____To move the teacher into the Teacher Improvement Plan, Level B. |

| Level B Intensive Assistance | |
|--|--|
| Review of Level A Superintendent of Schools | <input type="checkbox"/> Progressive assistance (Level A) has occurred <input type="checkbox"/> Sufficient notification in writing (counseling memorandum, observation feedback, annual review summaries, etc.) has occurred <input type="checkbox"/> Principal's performance does not meet district expectations <input type="checkbox"/> Approval for Intensive Assistance |
| Building Principal | <input type="checkbox"/> Increased Supervision |
| Intensive Assistance Meeting | Date _____ Members: <input type="checkbox"/> One member responsible for expertise in instructional strategy. <input type="checkbox"/> One member responsible for expertise in the subject area, grade level, or general curriculum. <input type="checkbox"/> One teacher/LSS professional – the staff member will submit the names of three willing colleagues they would like to work with during this process. <input type="checkbox"/> Assistant Superintendent of Human Resources |
| Recommendation of Superintendent of Schools at conclusion of Intensive Assistance Process | <input type="checkbox"/> To return the principal to the regular APPR process <input type="checkbox"/> To recommend the continuation of the Intensive Assistance program with a different team <input type="checkbox"/> To turn over to the Superintendent of Schools or designee for further action as per the negotiated agreement. |
| Superintendent of Schools (If Applicable) | <input type="checkbox"/> Initiation of Just Cause <input type="checkbox"/> Assign Second Evaluator |

Note: At least one member of the team must be an administrator.

Meeting Log

Intensive Assistant Team Member _____

| Date | Time | Direct Observation of teaching, conferencing with staff member, peer coaching, mentoring, follow-up activities, etc... | Suggestions for Improvement | Evidence Based Comments |
|------|------|--|-----------------------------|-------------------------|
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Please return Meeting Log to Assistant Superintendent of Human Resources

HEDI Rating

Hilton Central School District

| Highly Effective | | Effective | | | | | | Developing | | | | | Ineffective | | |
|------------------|-------|-----------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|------|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 96-100 | 91-95 | 87-90 | 84-86 | 81-83 | 78-80 | 75-77 | 72-74 | 65-71 | 59-64 | 53-58 | 47-52 | 41-46 | 31-40 | 21-30 | 0-20 |

Hilton Central School District

Principal Improvement Plan

This plan is designed to improve the performance of the principal who have been identified by the Superintendent of Schools as requiring assistance towards meeting district expectations. The Principal Improvement Plan consists of two levels of assistance – Level A and Level B.

| Level A Skill Assistance | |
|---|---|
| Skills needed for further development | |
| Conclusion of Level A Recommendation of Superintendent of Schools Date of Recommendation _____ | ____To move the principal back to the regular APPR process. |
| | ____To continue the principal in the Principal Improvement Plan, Level A; |
| | ____To move the principal into the Principal Improvement Plan, Level B. |

| Level B Intensive Assistance | |
|--|---|
| Review of Level A Assistant Superintendent of Human Resources | <input type="checkbox"/> Progressive assistance (Level A) has occurred <input type="checkbox"/> Sufficient notification in writing (counseling memorandum, observation feedback, annual review summaries, etc.) has occurred <input type="checkbox"/> Principal's performance does not meet district expectations <input type="checkbox"/> Approval for Intensive Assistance |
| Review of Level A Administrative Association President | <input type="checkbox"/> Progressive assistance (Level A) has occurred <input type="checkbox"/> Sufficient notification in writing (counseling memorandum, observation feedback, annual review summaries, etc.) has occurred <input type="checkbox"/> Principal's performance does not meet district expectations <input type="checkbox"/> Approval for Intensive Assistance |
| Intensive Assistance Meeting | Date _____ Members: <input type="checkbox"/> One member responsible for expertise in instructional strategy. <input type="checkbox"/> One member responsible for expertise in the leadership strategies <input type="checkbox"/> Other members as deemed appropriate (such as outside consultants) |
| Recommendation of Superintendent of Schools at conclusion of Intensive Assistance Process | <input type="checkbox"/> To return the principal to the regular APPR process <input type="checkbox"/> To recommend the continuation of the Intensive Assistance program with a different team <input type="checkbox"/> To turn over to the Board of Education for further action as per the negotiated agreement. |
| Board of Education Review (If Applicable) | <input type="checkbox"/> Initiation of Just Cause <input type="checkbox"/> Assign Second Evaluator |

Meeting Log

Intensive Assistant Team Member _____

| Date | Time | Direct Observation, conference, mentoring, follow-up activities, strategies, etc | Suggestions for Improvement | Evidence Based Comments |
|------|------|--|-----------------------------|-------------------------|
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Please return Meeting Log to Assistant Superintendent of Human Resources and Administrative Association President at conclusion of Intensive Assistance Process

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 10/29/12



Teachers Union President Signature: Date:

 11/2/12

Administrative Union President Signature: Date:

 10/26/12

Board of Education President Signature: Date: 2012.10.26

