



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
89 Washington Ave., Room 111
Albany, New York 12234

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

January 14, 2013

Philip Burrows, Interim Superintendent
Honeoye Falls-Lima Central School District
20 Church Street
Honeoye Falls, NY 14472

Dear Superintendent Burrows:

Congratulations. I am pleased to inform you that your multi-year [2012-2015 Teachers (Subject to Annual Review); 2012-2015 Principals] Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Daniel T. White

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, September 20, 2012

Updated Thursday, January 10, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 260901060000

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

260901060000

1.2) School District Name: HONEOYE FALLS-LIMA CSD

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

Honeoye Falls-Lima School District

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

-
- Governor's Management Efficiency Grant
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012-2015 Teachers (Subject to Annual Review); 2012-2015 Principals

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

Created Thursday, September 20, 2012

Updated Friday, January 04, 2013

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	Honeoye Falls-Lima developed Performance Task for K, ELA
1	District, regional, or BOCES-developed assessment	Honeoye Falls-Lima developed Performance Task for Grade 1, ELA
2	District, regional, or BOCES-developed assessment	Honeoye Falls-Lima developed Performance Task for Grade 2, ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individual growth targets will be set by the teacher based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 - 100% of students meet this target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65 - 84% of students meet this target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55 - 64% of students meet this target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 54% of students meet this target

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Honeoye Falls-Lima developed Performance Task for K, Math
1	District, regional, or BOCES-developed assessment	Honeoye Falls-Lima developed Performance Task for Grade 1, Math
2	District, regional, or BOCES-developed assessment	Honeoye Falls-Lima developed Performance Task for Grade 2, Math
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individual growth targets will be set by the teacher based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 - 100% of students meet this target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65 - 84% of students meet this target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55 - 64% of students meet this target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 54% of students meet this target

2.4) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individual growth targets will be set by the teacher based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 - 100% of students meet this target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65 - 84% of students meet this target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55 - 64% of students meet this target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 54% of students meet this target

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Honeoye Falls-Lima developed Grade 6, Social Studies
7	District, regional or BOCES-developed assessment	Honeoye Falls-Lima developed Grade 7, Social Studies
8	District, regional or BOCES-developed assessment	Honeoye Falls-Lima developed Grade 8, Social Studies

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individual growth targets will be set by the teacher based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students meet this target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 84% of students meet this target
Developing (3 - 8 points) Results are below District goals for similar students.	55 - 64% of students meet this target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of students meet this target

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Honeoye Falls-Lima developed Global I assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individual growth targets will be set by the teacher based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students meet this target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 84% of students meet this target
Developing (3 - 8 points) Results are below District goals for similar students.	55 - 64% of students meet this target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of students meet this target

2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individual growth targets will be set by the teacher based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students meet this target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 84% of students meet this target
Developing (3 - 8 points) Results are below District goals for similar students.	55 - 64% of students meet this target

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of students meet this target
--	--------------------------------------

2.8) High School Math Regents Courses

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

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

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

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individual growth targets will be set by the teacher based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students meet this target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 84% of students meet this target
Developing (3 - 8 points) Results are below District goals for similar students.	55 - 64% of students meet this target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of students meet this target

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Honeoye Falls-Lima developed ELA 9 assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	Honeoye Falls-Lima developed ELA 10 assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individual growth targets will be set by the teacher based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students meet this target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 84% of students meet this target
Developing (3 - 8 points) Results are below District goals for similar students.	55 - 64% of students meet this target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of students meet this target

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
K-12 ART	District, Regional or BOCES-developed	Honeoye Falls-Lima developed k-12 Art Assessments
9-12 BUSINESS	District, Regional or BOCES-developed	Honeoye Falls-Lima developed 9-12 Business Assessments
K-12 HEALTH	District, Regional or BOCES-developed	Honeoye Falls-Lima developed k-12 Health Assessments
6-8 HOME CAREER SKILLS	District, Regional or BOCES-developed	Honeoye Falls-Lima developed 6-8 Home Career Assessments
K-5, 7-12 LOTE	District, Regional or BOCES-developed	Honeoye Falls-Lima developed k-5, 7-12 LOTE Assessments
K-12 MUSIC	District, Regional or BOCES-developed	Honeoye Falls-Lima developed k-12 Music Assessments
K-12 PHYSICAL EDUCATION	District, Regional or BOCES-developed	Honeoye Falls-Lima developed k-12 Physical Education Assessments
6-12 TECHNOLOGY	District, Regional or BOCES-developed	Honeoye Falls-Lima developed 6-12 Technology Assessments
9-12 OTHER MATH, ENGLISH, SOCIAL STUDIES, SCIENCE	District, Regional or BOCES-developed	Honeoye Falls-Lima developed grade and subject specific assessments

AP US HISTORY	State Assessment	US History Government Regents Exam
AP PSYCHOLOGY	District, Regional or BOCES-developed	Honoeye Falls-Lima developed AP PSYCHOLOGY EXAM
AP ENGLISH IITERATURE COMP	District, Regional or BOCES-developed	Honoeye Falls-Lima developed AP ENGLISH IITERATURE COMP EXAM
AP ENGLISH LANGUAGE COMP	State Assessment	Comprehensive English Regents EXAM
AP PHYSICS B	State Assessment	Physical Setting / Physics Regents Exam
AP BIOLOGY	District, Regional or BOCES-developed	Honoeye Falls-Lima developed AP BIOLOGY EXAM
AP BC CALCULUS	District, Regional or BOCES-developed	Honoeye Falls-Lima developed AP BC CALCULUS EXAM
AP European Studies	District, Regional or BOCES-developed	Honeoye Falls-Lima Developed AP European Studies Exam

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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individaul growth targets will be set by the teacher based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students meet this target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 84% of students meet this target
Developing (3 - 8 points) Results are below District goals for similar students.	55 - 64% of students meet this target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 54% of students meet this target

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/179750-TXEttx9bQW/APPR Upload 20 pt (2.11 8.2).xlsx

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 response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: 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 Thursday, September 20, 2012

Updated Friday, January 04, 2013

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	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 4th Grade ELA assessment
5	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 5th Grade ELA assessment

6	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 6th Grade ELA assessment
7	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 7th Grade ELA assessment
8	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 8th Grade 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.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.</p> <p>The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students met target 85 - 100% of class assessment average
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students met target 65 - 84% of class assessment average
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students met target 55 - 64% of class assessment average
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 54% of students met target 0 - 54% of class assessment average

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	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 4th Grade Math assessment
5	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 5th Grade Math assessment
6	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 6th Grade Math assessment
7	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 7th Grade Math assessment
8	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 8th Grade 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 subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.</p> <p>The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students met target 85 - 100% of class assessment average
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students met target 65 - 84% of class assessment average
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students met target 55 - 64% of class assessment average
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 54% of students met target 0 - 54% of class assessment average

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/5139/179758-rhJdBgDruP/APPR Upload 20pt and 15pt (3.3)_1.xlsx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed K ELA assessment
1	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Grade 1 ELA assessment
2	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Grade 2 ELA assessment
3	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Grade 3 ELA 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.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.</p> <p>The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>85 - 100% of students met target</p> <p>85 - 100% of class assessment average</p> <p>3.5 - 4.0 class average</p>

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students met target 65 - 84% of class assessment average 2.5 - 3.4 class average
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students met target 55 - 64% of class assessment average 1.5 - 2.4 class average
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 54% of students met target 0 - 54% of class assessment average 1.0 - 1.4 class average

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	5) District, regional, or BOCES—developed assessments	Honeoye Falls-Lima locally developed K Math assessment
1	5) District, regional, or BOCES—developed assessments	Honeoye Falls-Lima locally developed 1st Grade Math assessment
2	5) District, regional, or BOCES—developed assessments	Honeoye Falls-Lima locally developed 2nd Grade Math assessment
3	5) District, regional, or BOCES—developed assessments	Honeoye Falls-Lima locally developed 3rd Grade 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.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.</p> <p>The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.</p>
---	---

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students met target 85 - 100% of class assessment average 3.5 - 4.0 class average
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students met target 65 - 84% of class assessment average 2.5 - 3.4 class average
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students met target 55 - 64% of class assessment average 1.5 - 2.4 class average
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 54% of students met target 0 - 54% of class assessment average 1.0 - 1.4 class average

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 6th Grade Science assessment
7	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 7th Grade Science assessment
8	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 8th Grade 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.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.</p> <p>The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students met target 85 - 100% of class assessment average

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students met target 65 - 84% of class assessment average
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students met target 55 - 64% of class assessment average
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 54% of students met target 0 - 54% of class assessment average

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 6th Grade Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 7th Grade Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed 8th Grade 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.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.</p> <p>The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students met target 85 - 100% of class assessment average

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 85% of students met target 65 - 85% of class assessment average
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students met target 55 - 64% of class assessment average
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 54% of students met target 0 - 54% of class assessment average

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed American History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.</p> <p>The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of</p>
---	---

	Option 2.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students met target 85 - 100% of class assessment average
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students met target 65 - 84% of class assessment average
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students met target 55 - 64% of class assessment average
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 54% of students met target 0 - 54% of class assessment average

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	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be</p>
---	--

approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.

The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.

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

85 - 100% of students met target
85 - 100% of class assessment average

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

65 - 84% of students met target
65 - 84% of class assessment average

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

55 - 64% of students met target
55 - 64% of class assessment average

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

0 - 54% of students met target
0 - 54% of class assessment average

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	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Algebra 1 assessment
Geometry	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Algebra 2 assessment

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.

The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.

Option 1: HEDI points will be allocated to a teacher based

on the overall average achievement of his/her students on the summative assessment.

Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.

The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.

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

85 - 100% of students met target
85 - 100% of class assessment average

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

65 - 84% of students met target
65 - 84% of class assessment average

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

55 - 64% of students met target
55 - 64% of class assessment average

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

0 - 54% of students met target
0 - 54% of class assessment average

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Grade 10 ELA assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Honeoye Falls-Lima locally developed Grade 11 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.</p> <p>The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students met target 85 - 100% of class assessment average
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students met target 65 - 84% of class assessment average
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students met target 55 - 64% of class assessment average
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 54% of students met target 0 - 54% of class assessment average

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
K-12 ART	5) District/regional/BOCES-developed	Honeoye Falls - Lima developed k-12 Art Assessment
9-12 BUSINESS	5) District/regional/BOCES-developed	Honeoye Falls - Lima developed 9-12 Business Assessment
K-12 HEALTH	5) District/regional/BOCES-developed	Honeoye Falls - Lima developed k-12 Health Assessment
6-8 HOME CAREER SKILLS	5) District/regional/BOCES-developed	Honeoye Falls - Lima developed 6-8 LOTE Assessment
K-12 LOTE	5) District/regional/BOCES-developed	Honeoye Falls - Lima developed k-5, 6-12 LOTE Assessment
K-12 MUSIC	5) District/regional/BOCES-developed	Honeoye Falls - Lima developed k-12 Music Assessment
K-12 PHYSICAL EDUCATION	5) District/regional/BOCES-developed	Honeoye Falls - Lima developed k-12 Physical Education Assessment

6-12 TECHNOLOGY	5) District/regional/BOCES–developed	Honeoye Falls - Lima developed 6-12 Technology Assessment
AP English Language Comp	4) State-approved 3rd party	AP English Language Comp. Exam
AP Biology	4) State-approved 3rd party	AP Biology Exam
AP BC Calculus	4) State-approved 3rd party	AP BC Calculus Exam
AP European History	4) State-approved 3rd party	AP European History Exam
ALL OTHER COURSES	5) District/regional/BOCES–developed	Honeoye Falls - Lima developed grade and course specific assessments

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.	<p>The local assessment scores may either be based on the class average of the accepted assessment(s) or based on achievement targets.</p> <p>Option 1: HEDI points will be allocated to a teacher based on the overall average achievement of his/her students on the summative assessment.</p> <p>Option 2: Using baseline data, teachers will set a class-wide achievement target for students that must be approved by the building administrator. HEDI points will be awarded based on the percent of students meeting or exceeding the achievement target.</p> <p>The majority of teachers will use Option 1. In order to use Option 2, the teacher must submit a proposal to the building administrator who must then approve the use of Option 2.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	<p>85 - 100% of students met target</p> <p>85 - 100% of class assessment average</p> <p>3.5 - 4.0 class average (4 pt. rubric)</p> <p>4.0 - 5.0 class average (5 pt. rubric)</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>65 - 84% of students met target</p> <p>65 - 84% of class assessment average</p> <p>2.5 - 3.4 class average (4 pt. rubric)</p> <p>3.0 - 3.9 class average (5 pt. rubric)</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>55 - 64% of students met target</p> <p>55 - 64% of class assessment average</p> <p>1.5 - 2.4 class average (4 pt. rubric)</p> <p>2.0 - 2.9 class average (5 pt. rubric)</p>

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

0 - 54% of students met target
0 - 54% of class assessment average
1.0 - 1.4 class average (4 pt. rubric)
1.0 - 1.8 class average (5 pt. rubric)

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/179758-y92vNseFa4/APPR Upload 20pt 4pt 5pt (3.13).xlsx

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.

Weighting Scores for Attendance

The following methodology is for adjusting teacher scores based on student attendance. This methodology will only be used for teachers using class average achievement. This method will not be use for teachers using target achievement:

The steps are:

- 1. Multiply each students' assessment score (X_i) by the number of days they were in attendance (W_i)*
- 2. Sum step 1 scores for an all student number (sum of $X_i * W_i$)*
- 3. Sum all days attended by student group (sum W_i)*
- 4. Divide step 2 by step 3 (Sum of $X_i * W_i$) / (Sum of W_i)*
- 5. No more than 2 points will be awarded to a teacher's HEDI score.*

Example outlining steps 1-4:

*Student # Days of attendance (W_i) Score (X_i) Calculation ($X_i * W_i$) (Step 1) Result of Step 1*

*1 175 98 98*175 17150*

*2 100 94 94*100 9400*

*3 75 72 72*75 5400*

*4 50 50 50*50 2500*

*5 150 86 86*150 12900*

Sum 550 (Step 3) 400 47350 (Step 2)

Average Score 400/5 = 80

Weighted Average 47350/550 = 86.09 (Step 4)

The average score for these 5 students would be 80: the score that has been adjusted, or weighted, based on the number of days each student was in attendance is 86. In no way will any control being used result in a teacher's HEDI score being adjusted by more than two points.

SED's requirement for addressing issues of attendance will be accomplished using the district attendance policy.

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Overall Objectives

School attendance is both a right and a responsibility. The School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the School District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the School District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students;*
- b) To raise student achievement and close gaps in student performance;*
- c) To identify attendance patterns in order to design attendance improvement efforts;*
- d) To know the whereabouts of every student for safety and other reasons;*
- e) To verify that individual students are complying with education laws relating to compulsory attendance;*
- f) To determine the District's average daily attendance for State aid purposes.*

Description of Strategies to Meet Objectives

The School District will:

- a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.*
- b) Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.*
- c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.*

(Continued)

2009 7110

2 of 5

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)

- d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.*
- e) Develop early intervention strategies to improve school attendance for all students.*

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards.

a) *Excused: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.*

b) *Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, hair cut, obtaining learner's permit, road test, oversleeping).*

Student Attendance Recordkeeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Subject to Regulations, attendance shall be taken and recorded in accordance with the following:

a) *For students in non-departmentalized kindergarten through grade eight (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from lunch.*

b) *For students in grades 9 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled*

(Continued)

2009 7110

3 of 5

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)

instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with paragraph "a" above.

c) *Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.*

d) *In the event that a student at any instructional level from kindergarten through grade 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.*

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Students who are absent from class for any reason, including, due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the

(Continued)

2009 7110

4 of 5

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)

parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures);*
- b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;*
- c) Discuss strategies to directly intervene with specific element;*

- d) *Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;*
- e) *Implement changes, as approved by appropriate administration;*
- f) *Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;*

(Continued)

2009 7110

5 of 5

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)

- g) *Monitor and report short and long term effects of intervention.*

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record.

Building Review of Attendance Records

The Building Principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a) *Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;*
- b) *Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and*
- c) *Providing copies of the policy to any other member of the community upon request.*

*Education Law Sections 3024, 3025, 3202, 3205, 3206,
3210, 3211 and 3213
8 New York Code of Rules and Regulations (NYCRR)
Sections 104.1, 109.2 and 175.6*

Adopted: 9/8/09

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.

A teacher's final points for that course or grade will be the average of local assessment scores. Teachers with multiple measures will have the measures averaged together based on the number of students within each measure. The local component will be converted into a numerical effectiveness score using a methodology located at the end of the document for an achievement measure using a 0-100 point scale, a 1-4 rubric, and/or a 1-5 rubric. If based on achievement targets, staff will be required to identify a percentage of their students expected to achieve proficiency on a comparable exam for their subjects/grade level.

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 Thursday, September 20, 2012

Updated Thursday, January 03, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be evaluated through a minimum of one announced classroom observation within Domains 3 and one unannounced classroom observation within Domain 2 of the Danielson Rubrics at the component levels. If multiple observations occur, the better observation rating will be selected. This applies only when there are multiple announced observations. Each observation will yield an average rubric score from 1 to 4 based on the scores from the Danielson components. The observations for Domains 3 will be weighted at a relative 1.1 weighting and those in Domain 2 will be weighted at 1.0 for a total of 31 points. The remaining points will be based on professional conversations for the purpose of evidence evaluation. Professional conversations shall be defined as ongoing conversations between a teacher and his/her supervising administrator that focus on observations, professional practice, evidence collection, rubric scoring, necessary modifications, and professional development. There will be a minimum of one (1) meeting between a tenured teacher and his/her supervising administrator each school year: an end of year evaluation / summary meeting.

There will be a minimum of three (3) meetings between a non-tenured teacher and his/her supervising administrator each school year; a beginning of the year NYS Teaching Standards collegial conversation meeting, a mid-year review meeting, and an end of year evaluation / summary meeting. These meetings are exclusive of meetings scheduled in connection with observations. Teachers will be scored on components of Domains 1 and 4 of the Danielson Rubric yielding an average rubric score for each Domain. Domain 1 and 4 scores will be weighted at 1.0 each. The final composite score will be determined by obtaining the average rubric (weighted for domain 3 at 1.1) that is converted to a HEDI score across the four rating levels. The rubric score listed on the charts is the minimum score necessary to achieve the corresponding HEDI point value. We understand that the composite score must be reported in whole numbers.

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

assets/survey-uploads/5091/179760-eka9yMJ855/attachment for 4.5.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher exceeds the standards, effectively applies instructional practices, is able to adapt practices across student needs and learning situations and elicits students' self-directedness. The scores for this rating range from 59-60 and consist of a total average rubric score ranging from 3.5 to 4.0.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher meets the standards and applies instructional practices that have a positive impact on student learning. The scores for this rating range from 57-58.8 and consist of a total average rubric score ranging from 2.5-3.4.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher is using appropriate instructional practices but needs improvement in some areas to meet the standards. The scores for this rating range from 50-56.3 and consist of a total average rubric score ranging from 1.5-2.4.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher is not using appropriate instructional practices and needs improvement of instructional practices in order to achieve a positive impact on student learning. The scores for this rating range from 0-49 and consist of a total average rubric score ranging from 1.0-1.4.

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	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter 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 probationary teachers be done in person, by video, or both?

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, September 20, 2012

Updated Monday, December 17, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	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 Thursday, September 20, 2012

Updated Monday, December 17, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/179808-Df0w3Xx5v6/Teacher Improvement Plan reviewed with DM.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Timeframe for Filing

In order to be timely, the APPR appeal shall be filed, in writing, within twenty (20) school days after the teacher has received the Annual Professional Performance Review and/or the issuance/implementation of the terms of a Teacher Improvement Plan. Filing of the appeal shall be made to the superintendent of schools.

The appeal must set forth the specific basis for the appeal. All information pertinent to the appeal must also be submitted upon filing, and can include but not limited to: specific points of disagreement, all relevant documents/materials, copies of performance review(s), copy of improvement plan.

Timeframe for District Response

Within twenty (20) calendar days of receipt of an appeal, the supervising administrator(s) who issued the performance review or who is responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal to the superintendent. The response must include any and all additional documents or written materials specific to the point(s) of disagreement in the response and that 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 teacher who filed the appeal shall receive a copy of the supervising administrator's response and any and all additional information/documents submitted with the response as soon as practical but in no case later than one (1) day after the response is filed.

The Decision

A decision shall be rendered by the superintendent. In the event the superintendent of schools was responsible for any rating contained in the evaluation, including the final rating decision, then the BOCES District Superintendent or his/her designee shall make the decision on appeal.

The superintendent shall render his/her decision in writing no later than thirty (30) calendar days from the date upon which the unit member filed their appeal. The decision shall be based on a written record, comprised of the unit member's appeal papers and documentary evidence submitted with the appeal, as well as the district response to the appeal and documentary evidence submitted with the response.

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.

Only fully NYS certified administrators (SAS, CAS, SBL, SDL, Certificate of Internship, etc.), that have been hired as administrators in the District may evaluate teachers. Administrators have previously been trained in 2009-2011 by Candace McKay of the Danielson Group on use of the Danielson Rubrics and assuring inter-rater reliability.

The District will continue to ensure that lead evaluators and evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis, receiving updated training on any changes in the law, regulations or applicable collective bargaining agreements. Evaluators will receive a minimum of four (4) hours of training each summer on use of the rubric, scoring and inter-rater reliability. Monthly meetings of evaluators (10 per year) will review components of the evaluation process each year. Annually a minimum of one (1) hour review will be conducted for each of the components for Growth Achievement and Multiple Measures. Lead evaluators will sample documents two to four times per year to assure reliability.

The Superintendent of Schools will certify evaluators by July 15th for the 2012-2013 school year and each year thereafter.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, September 20, 2012

Updated Monday, December 17, 2012

Page 1

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

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

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

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

2-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K - 1	District, regional, or BOCES-developed	Honeoye Falls-Lima developed Performance Task for K, ELA and Math

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.	<p>The 20 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the superintendent. They shall be developed by October 15. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal. (Page 1; #3)</p> <p>Each Principal will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be given a pre-test to establish a baseline. Individual growth targets will be set by the principal based on that data. The number of students meeting and/or exceeding the target will be converted to a percent. The percent will be converted to HEDI.</p> <ol style="list-style-type: none">1. The point value listed (see chart below) is the minimum necessary to achieve the corresponding rating.2. We understand that the composite score must be reported in whole numbers.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Per NYS Growth Score or per approved SLOs for Principal of K-1. 85-100% of the students must meet their individual targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Per NYS Growth Score or per approved SLO for Principal of Grades K-1. 65-84% of the students must meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Per NYS Growth Score or per approved SLO for Principal of Grades K-1. 55-64% of the students must meet their individual target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Per NYS Growth Score or per approved SLO for Principal of Grades K-1. 0-54% of the students must meet their individual target.

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

assets/survey-uploads/5365/179811-lha0DogRNw/attachment for 7.3.docx

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.

None

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 Thursday, September 20, 2012

Updated Friday, January 04, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
2-5	(d) measures used by district for teacher evaluation	NYS Grades 3-5 ELA Assessments
6-8	(d) measures used by district for teacher evaluation	NYS Grades 6 - 8 ELA Assessments
9-12	(d) measures used by district for teacher evaluation	Grade 11 ELA Regents Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be awarded to a principal based on the percent of students in his/her building scoring proficient (level 3 or higher) or better on SED assessments or a percent passing (65 or better) on Regents exams.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students scoring proficient / passing or better on SED or Regents assessments
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students scoring proficient / passing or better on SED or Regents assessments
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students scoring proficient / passing or better on SED or Regents assessments

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

0 - 54% of students scoring proficient / passing or better on SED or Regents assessments

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/5366/179813-qBFVOWF7fC/APPR Upload 20pt and 15pt (3.3)_1.xlsx

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-1	(d) measures used by district for teacher evaluation	Honeoye Falls-Lima Locally developed Grade 1 ELA Assessment
K-1	(d) measures used by district for teacher evaluation	Honeoye Falls-Lima locally developed Grade 1 Math assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be awarded to a principal based on the percent of students in his/her building scoring proficient (level 3 or higher) or better or a percent passing (65% or better) on measures used by district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students scoring proficient / passing or better on district selected measures
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students scoring proficient / passing or better on district selected measures
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 64% of students scoring proficient / passing or better on district selected measures
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 54% of students scoring proficient / passing or better on district selected measures

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

(No response)

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

assets/survey-uploads/5366/179813-T8MIGWUVm1/APPR Upload 20 pt (2.11 8.2)_1.xlsx

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 response)

8.4) Principals with More Than One Locally Selected Measure

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

For principals with more than one locally selected measure, an average of all scores will be obtained and weighted equally in order to convert to a rating on the 0-15 or 0-20 point conversion scale.

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 Thursday, September 20, 2012

Updated Friday, January 04, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The superintendent's ratings will address observed components across 6 domains in the Multidimensional rubric. Evidence for these ratings will be obtained holistically from the following: 1) two announced and one unannounced observation consisting of a 30-minute visit, 2) a portfolio of school documents related to components of the rubric. 3) a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report), 3) an annual conference to review the related initiatives and actions of the principal over they year as well as the availability and utilization of district provided resources. The observed components from each domain will be assessed on a 1-4 scale. We understand the component score must be reported in whole numbers. The final rubric score will be an average of all observed components. This rubric score will then be converted to a 60-point scale. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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

assets/survey-uploads/5143/179792-pMADJ4gk6R/60 pt scoring table_1.xlsx

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.	Principals will receive this rating when they earn a final rubric score of 3.5-4.0 converted to 59-60 points.
Effective: Overall performance and results meet standards.	Principals will receive this rating when they earn a final rubric score of 2.5-3.4 converted to 57-58 points.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive this rating when they earn a final rubric score of 1.5-2.4 converted to 50-56 points.
Ineffective: Overall performance and results do not meet standards.	Principals will receive this rating when they earn a final rubric score of 1.0-1.4 converted to 0-49 points.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, September 20, 2012

Updated Thursday, January 03, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	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 Thursday, September 20, 2012

Updated Thursday, January 03, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/179771-Df0w3Xx5v6/attachment for 11.2.docx](assets/survey-uploads/5276/179771-Df0w3Xx5v6/attachment%20for%2011.2.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:

TIME FRAME FOR FILING THE APPEAL

All appeals must be filed in writing no later than 20 calendar days after the date on which the principal receives his/her final and complete annual professional performance rating, filed with the superintendent and association president. The act of mailing the appeal shall constitute filing.

The failure to file an appeal within the above referenced time frame shall be deemed a waiver of the right to appeal and the rating

given shall be deemed final. An extension of the time in which to appeal may be granted by the superintendent upon written request, which shall not be unreasonably withheld, provided the extension requested is no longer than 20 calendar days.

TIME FRAME FOR SCHOOL DISTRICT RESPONSE

Within 20 calendar days of receipt of an appeal, the superintendent must submit a detailed written response to the appeal.

FILING APPEAL

If the District's response is not acceptable to the principal, the District and the bargaining unit must meet within five (5) calendar days after the District's response, to select a hearing officer from the mutually agreed upon list.

DECISION – MAKER ON APPEAL

The parties agree that:

- 1. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) days or more than fifteen (15) days after the hearing officer is selected.*
- 2. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- 3. The parties shall exchange an anticipated witness list no less than seven (7) business days before the scheduled hearing date. (Pages 14 - 15)*
- 4. The hearing officer will provide a decision within 5 days from the close of the hearing.*

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The superintendent is the lead evaluator. He/she will receive a minimum of one full day of training per year focused on the Multidimensional rubric. At least four additional sessions throughout the year will include training in the use of the ISSLC standards, evidence-based observations and scoring reliability. Training may occur via self-study, on-line, through MCCOS, NYSCOSS,, LEAF or via the NYSED Network Team training.

Successful completion of training will ensure interrater reliability and will result in certification. Recertification will occur annually following the same process.

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 Thursday, September 20, 2012

Updated Friday, January 11, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/179770-3Uqgn5g9Iu/1-11-13 APPR District Certification Form - Honeoye Falls-Lima CSD.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.

Multiple Measures – 60%

The follow conversion chart will be used to convert a Rubric Score to a Composite Score:

Total Average Rubric Score	Rating	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44

1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Relative Weighting of Scores by Domain

	Relative Weighting	Percent Weighting
Domain 1	1	24.39024%
Domain 2	1	24.39024%
Domain 3	1.1	26.82927%
Domain 4	1	24.39024%
	4.1	100.0000%

HF-L Evidence Review Report

Name of Teacher: _____

School: _____

Grade Level(s): _____

Subject(s): _____

Name of Evaluator: _____

Date: _____

*Teacher Reflection:**Evaluator Comments:*

Component	Rubric Score
1a	
1b-optional	
1c-optional	
1d-optional	
1e	
1f	
4a	
4b-optional	
4c	
4d	
4e	
4f-optional	

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Content Domain 1: Planning and Preparation: Items in bold must be completed (a-e)	The series of learning experiences are poorly designed. Teacher's plans and practice display little knowledge of the content, prerequisite relationships between content, or of the instructional practices specific to that discipline.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage learners in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of practices specific to that discipline.	Teacher coordinates knowledge of content, of students, and of resources. Plans and practice reflect solid knowledge of the content and prerequisite relations between instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and seeks in cases for student misunderstanding.
1f: Demonstrating knowledge of content and pedagogy REQUIRED				
1g: Demonstrating knowledge of students REQUIRED				
1f: Designing student assessment 1h: Demonstrating knowledge of students REQUIRED OPTIONAL	Teacher's plan for assessing student learning contains little or no knowledge of students' backgrounds, cultures, skills, instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher indicates the importance of understanding students without clear criteria and standards. Background, culture, skills, language proficiency, interests, and special needs, and intends to use assessment results to plan for future instruction for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds and standards that show evidence of rigorous learning and is delivered from a variety of sources, and attains this knowledge for individual students.
1c: Setting Instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only in general terms.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in a class, represent different types of learning, and are capable of assessment. The outcomes and objective description of the lesson, reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Domain 4: Professional Responsibilities: Items in bold must be completed (a-e)				
4a: Reflecting on Teaching REQUIRED	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
1d: Demonstrating knowledge of resources OPTIONAL	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				
Evidence				

<p>4b: Growing and Developing Professionally OPTIONAL REQUIRED</p>	<p>Teacher's system participate in professional development activities and makes no effort to share knowledge with colleagues in ways resisting to feedback from supervisors or colleagues.</p>	<p>Teacher participates in professional development activities that are not often a core desired activity and makes little or no effort to be reflective to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>Teacher seeks out opportunities for professional development based on individual needs and interests, effectively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.</p>	<p>Teacher actively pursues professional development opportunities and initiates activities to contribute to the profession and to students. Teacher seeks out feedback from supervisors and colleagues.</p>
<p>Evidence</p>				
<p>4c: Communicating With Families Demonstrating Professionalism REQUIRED OPTIONAL</p>	<p>Teacher has little sense of ethics and professionalism, and contributes to students' perception of being or happily at school. Teacher fails to comply with school and district regulations and policies.</p>	<p>Teacher is honest and willing to listen and in serving students and attempting to engage families in the educational process, attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."</p>	<p>Teacher communicates frequently and displays a high level of ethics and professionalism in the classroom. With professional and collegial communication with school and district regulations.</p>	<p>Teacher's communication with families is frequent and uses leadership skills ensuring that school practices and procedures ensure that students successfully engage families in the school program, use in the school. Teacher displays the highest standards of ethical conduct.</p>
<p>Evidence</p>				
<p>4d: Participating in a Professional Community REQUIRED</p>	<p>Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving,</p>	<p>Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p>Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>	<p>Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.</p>
<p>Evidence</p>				

HF-L Full Observation Report

Name of Teacher: _____

School: _____

Grade Level(s): _____

Subject(s): _____

Name of Observer: _____

Date: _____

Brief Summary of the Lesson

Evidence of Teaching:

Strengths of the Lesson

Areas for Growth

We have conducted a conversation on the above items.

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

Component	Rubric Score
3a	
3b	
3c	
3d	
3e(optional)	

Domain 3: Instruction: must complete a, b, c, and d				
3a: Communicating with students REQUIRED 	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>Evidence</i>				
3b: Using questioning and discussion techniques REQUIRED 	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>Evidence</i>				
3c: Engaging students in learning REQUIRED 	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Evidence</i>				
3d: Using Assessment in	Assessment is not used in instruction, either through	Assessment is occasionally used in instruction, through	Assessment is regularly used in instruction, through self-assessment	Assessment is used in a sophisticated manner in instruction,

<p>Instruction</p> <p>REQUIRED</p> 	<p>students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>
<p><i>Evidence</i></p>				
<p><i>3e: Demonstrating flexibility and responsiveness</i></p> <p>OPTIONAL</p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
<p><i>Evidence</i></p>				

**HF-L Report
Unannounced Classroom Observation**

Name of Teacher: _____

School: _____

Grade Level(s): _____

Subject(s): _____

Name of Observer: _____

Date: _____

Brief Summary of the Lesson

Evidence of Teaching:

Strengths of the Lesson

Areas for Growth

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

A conference is not mandatory for this observation, but may be requested by either party.

Component	Rubric Score
2b	
2c	
2d	
2e-optional	
2a-optional	

<p>2b: Establishing a culture for learning</p> <p>REQUIRED</p> 	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p>	<p>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.</p>
<p>Evidence:</p> <p>Students:</p> <p>Few demonstrate participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Off task or minimal participation <input type="checkbox"/> Produce none or poor quality work <input type="checkbox"/> Few turn in required work <p>Teacher:</p> <p>Conveys a negative attitude and/or no expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages in off task conversations <input type="checkbox"/> Assigns task(s) without establishing purpose <input type="checkbox"/> Does not provide directions <input type="checkbox"/> Does not use posters, artifacts, or documents that support / reinforce learning objectives <input type="checkbox"/> Provides little or no assistance to students <input type="checkbox"/> Does not provide opportunities for reinforcement 	<p>Students:</p> <p>Some demonstrate participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mixed engagement in tasks <input type="checkbox"/> Produce parts of the work <input type="checkbox"/> Some turn in required work <p>Teacher:</p> <p>Conveys minimal expectations about the importance of the task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assigns task with minimal explanation of purpose <input type="checkbox"/> Conveys modest expectations <input type="checkbox"/> Delivers confusing directions <input type="checkbox"/> Uses some posters, artifacts, or documents to support / reinforce learning objectives <input type="checkbox"/> Provides assistance / support to few students <input type="checkbox"/> Provides opportunities for reinforcement to some students 	<p>Students:</p> <p>Most demonstrate participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in task(s) <input type="checkbox"/> Produce work that meets expectation <input type="checkbox"/> Ask questions for clarification <input type="checkbox"/> Most turn in required work <p>Teacher:</p> <p>Conveys enthusiasm and high expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explains purpose of learning / work <input type="checkbox"/> Tone / body language conveys enthusiasm <input type="checkbox"/> Shares personal learning experiences <input type="checkbox"/> Emphasizes importance of work / content through posters, displays, documents, etc. <input type="checkbox"/> Shares high expectations for most students <input type="checkbox"/> Emphasizes / affirms hard work and effort <input type="checkbox"/> Expects all students to turn in work <input type="checkbox"/> Provides opportunities for: <ul style="list-style-type: none"> o student choice o students to take risks / ask questions o students to reinforce / develop learning over time 	<p>Students:</p> <p>All demonstrate active participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulate learning goals <input type="checkbox"/> Express importance of work <input type="checkbox"/> Develop and ask questions <input type="checkbox"/> Conduct inquiry <input type="checkbox"/> Post / share work with others <input type="checkbox"/> Convey enthusiasm <input type="checkbox"/> Attribute success to effort <input type="checkbox"/> Make connection(s) with real life <p>Take initiative / advantage of opportunities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose projects <input type="checkbox"/> Show individuality / creativity in demonstrating learning <p>Initiate improvement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide assistance to peers <input type="checkbox"/> Reflect on own learning / work <input type="checkbox"/> Edit and refine work over time <p>Teacher:</p> <p>Conveys high expectations through outcomes, activities, instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> High expectations are expressed and /or modeled for all students <input type="checkbox"/> Expectations encourage active participation and enthusiasm for learning for all students 	
<p>Additional Evidence:</p>	<p>Additional Evidence:</p>	<p>Additional Evidence:</p>	<p>Additional Evidence:</p>	
<p>2c: Managing classroom procedures</p> <p>REQUIRED</p> 	<p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties</p>

<p>Evidence: Students: Few are engaged: <input type="checkbox"/> Lack collaboration within group <input type="checkbox"/> Conversations interfere with learning <input type="checkbox"/> Disruptive behavior is evident</p> <p>Teacher: Creates small groups: <input type="checkbox"/> Pre-planning of groups does not occur <input type="checkbox"/> Tasks are stated, but not explained <input type="checkbox"/> Feedback to groups is only provided when problems arise or when questions are asked</p> <p>Fails to orchestrate transitions resulting in significant loss of instructional time: <input type="checkbox"/> Directions are confusing or sparse</p> <p>Handling of non-instructional duties occurs with significant loss of instructional time: <input type="checkbox"/> Directions are confusing or sparse <input type="checkbox"/> Teacher uses few or no organizational devices to help students (color coding, labeling, baskets, student folders, etc.) <input type="checkbox"/> Materials are not prepared for distribution</p> <p>Lacks routine for utilizing co-teacher and paraprofessionals: <input type="checkbox"/> Co-teacher / para are not working with students <input type="checkbox"/> Co-teacher / para are not carrying out non-instructional duties</p>	<p>Students: Some are engaged with supervision: <input type="checkbox"/> Start task after further direction <input type="checkbox"/> Group members collaborate as directed <input type="checkbox"/> Cease work until support is given</p> <p>Teacher: Organizes small groups with procedures for group work established <input type="checkbox"/> Pre-planned groupings are assigned by teacher <input type="checkbox"/> Roles, behavioral expectations and tasks are assigned, but not clarified <input type="checkbox"/> Interactions with groups is inconsistent</p> <p>Attempts to orchestrate transitions, but some loss of instructional time occurs: <input type="checkbox"/> Transition procedures are stated, but not well established <input type="checkbox"/> Signals for attention are attempted, but not established <input type="checkbox"/> Time is used as a motivator, but limits are not upheld or are confusing</p> <p>Establishes routines, with loss of instructional time: <input type="checkbox"/> Procedures are stated, but not routine <input type="checkbox"/> Teacher uses some organizational devices to help students (color coding, labeling, baskets, student folders, etc.) <input type="checkbox"/> Materials are distributed by teacher</p> <p>Provides direct instruction to co-teacher and paraprofessionals as lesson progresses: <input type="checkbox"/> Expectations are stated as work is started <input type="checkbox"/> Co-teacher / para waits to be directed by the teacher <input type="checkbox"/> Feedback is given when problems arise</p>	<p>Students: Most are productively engaged without direct supervision: <input type="checkbox"/> Group members assume responsibilities for task</p> <p>Teacher: Organizes small groups with well established procedures: <input type="checkbox"/> Pre-planned groupings are based on instructional goals / differentiated instruction <input type="checkbox"/> Individual roles are assigned <input type="checkbox"/> Group expectations are communicated <input type="checkbox"/> Checks for understanding take place <input type="checkbox"/> Feedback is provided to each group</p> <p>Orchestrates transitions smoothly with little loss of instructional time: <input type="checkbox"/> Procedures are taught, modeled and/or practiced <input type="checkbox"/> Signals for attention are established <input type="checkbox"/> Time limits are used as a motivator</p> <p>Establishes routines, resulting in little loss of instructional time: <input type="checkbox"/> Routines are taught and learned <input type="checkbox"/> Teacher uses organizational devices to help students (color coding, labeling, baskets, student folders, etc.) <input type="checkbox"/> Materials are accessible for student use</p> <p>Prepares co-teacher and paraprofessionals resulting in productive and independent engagement: <input type="checkbox"/> Co-teacher / para monitors assigned students as part of routine practice <input type="checkbox"/> Co-teacher / para initiates support based on observed need(s) <input type="checkbox"/> Co-teacher / para initiates non-instructional duties as needed <input type="checkbox"/> Feedback is given on a regular basis</p>	<p>Students: Assume responsibilities that contribute to the seamless operation of the classroom: <input type="checkbox"/> Provide input / brainstorm <input type="checkbox"/> Assign and/or reinforce roles <input type="checkbox"/> Monitor and/or correct group members <input type="checkbox"/> Explain expectations <input type="checkbox"/> Self-assess their work <input type="checkbox"/> Take initiative</p> <p>Teacher: Has developed student autonomy as noted above: <input type="checkbox"/> Small groups are productively engaged <input type="checkbox"/> Transitions are seamless <input type="checkbox"/> Routines for handling supplies and/or other non-instructional duties are seamless</p> <p>Collaborates with co-teacher and paraprofessionals resulting in substantive contributions: <input type="checkbox"/> Lesson design incorporates contributions / roles of co-teacher and/or para <input type="checkbox"/> Co-teacher and/or para demonstrates flexibility by addressing unanticipated changes in situations / student needs by adjusting duties <input type="checkbox"/> Lesson design incorporates co-teacher and/or para's suggestions <input type="checkbox"/> Collaborative reflection is both scheduled formally and occurs informally, such as at the end of the class period or end of the day</p>	
<p>Additional Evidence:</p>	<p>Additional Evidence:</p>	<p>Additional Evidence:</p>	<p>Additional Evidence:</p>	
<p>2d: Managing student behavior REQUIRED </p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
<p>Evidence:</p>				

<p>Students: Few exhibit standards of behavior and/or behavioral issues disrupt the flow of the class <input type="checkbox"/> Students continue unacceptable behavior after corrections / comments</p> <p>Teacher: Standards of conduct are only communicated in response to inappropriate behaviors: <input type="checkbox"/> Unacceptable behavior is not defined or communicated <input type="checkbox"/> Behavior is deemed as unacceptable as it occurs</p> <p>Does not monitor student behavior: <input type="checkbox"/> Remains in one area of classroom <input type="checkbox"/> Focuses on materials and/or computer</p> <p>Responds to misbehavior ineffectively: <input type="checkbox"/> Corrects / disciplines student(s) publicly <input type="checkbox"/> Addresses problem behavior(s) emotionally</p>	<p>Students: Some exhibit standards of behavior <input type="checkbox"/> Students' behavior reflects posted standards after negative, emotional, public corrections/comments <input type="checkbox"/> Some students do not immediately respond to corrections / comments</p> <p>Teacher: Has presented standards of conduct to students: <input type="checkbox"/> Rules are posted in the classroom are complicated and not in student terms <input type="checkbox"/> Behavior expectations are reviewed</p> <p>Sporadically monitors student behavior: <input type="checkbox"/> Walks around some parts of the classroom when inappropriate behaviors are observed <input type="checkbox"/> Makes eye contact with some students</p> <p>Responds to misbehavior with mixed results: <input type="checkbox"/> Explains problem behavior to student(s) in generalities <input type="checkbox"/> Is responsive to suggestions for help from available support staff</p>	<p>Students: Most exhibit standards of behavior <input type="checkbox"/> Students' behavior reflects posted standards with minimal corrections / comments</p> <p>Teacher: Standards of conduct are clear to all students: <input type="checkbox"/> Most posted rules are stated in a positive manner <input type="checkbox"/> Posted rules are manageable in number <input type="checkbox"/> Behavior expectations are reviewed and modeled prior to the activity <input type="checkbox"/> Teacher checks students' understanding of standards of conduct</p> <p>Is alert to student behavior: <input type="checkbox"/> Walks around majority of classroom <input type="checkbox"/> Makes eye contact with most students <input type="checkbox"/> Uses nonverbal signals with individual students</p> <p>Responds to misbehavior appropriately, successfully, and respectfully: <input type="checkbox"/> Talks to students privately <input type="checkbox"/> Explains problem behavior to student(s) in objective terms <input type="checkbox"/> Uses nonverbal signals <input type="checkbox"/> Enlists help of available support staff</p>	<p>Students: All exhibit standards and participated in their development <input type="checkbox"/> Able to explain standards and their importance to others <input type="checkbox"/> Make suggestions / proposals to enhance learning environment <input type="checkbox"/> Devise and/or use a system for monitoring their own behavior <input type="checkbox"/> Acknowledge appropriate behavior of peers</p> <p>Teacher: Has made standards of conduct clear to all students: <input type="checkbox"/> Behavior is explained, reviewed and/or modeled prior to the activity <input type="checkbox"/> Involves students in revising standards if they are not working</p> <p>Proactively monitors student behavior at all times: <input type="checkbox"/> Systematically moves around entire classroom <input type="checkbox"/> Uses proximity or makes quiet comments when eye contact is ineffective <input type="checkbox"/> Works with individual students to devise nonverbal signals to redirect efforts <input type="checkbox"/> Proactively engages available support staff</p> <p>Responds to misbehavior appropriately, successfully, respectfully, and collaboratively: <input type="checkbox"/> When speaking to student privately, asks student for input about prevention of problem behavior <input type="checkbox"/> Asks student(s) to reflect on and explain problem behavior to teacher <input type="checkbox"/> Routinely uses nonverbal signals</p>	
<p>Additional Evidence:</p>	<p>Additional Evidence:</p>	<p>Additional Evidence:</p>	<p>Additional Evidence:</p>	
<p><i>2a: Creating an environment of respect and rapport</i></p> <p>OPTIONAL</p>	<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>

Evidence:				
<p><i>2e: Organizing physical space</i></p> <p>OPTIONAL</p>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
Evidence:				

HF-L Teacher Improvement Plan

Improvement Plan must be implemented for composite scores of Developing or Ineffective within 10 days of the composite HEDI determination of Developing or Ineffective

Teacher _____

Date _____

Building(s) _____

Follow-up Date _____

Please check appropriate lines: Probationary _____

Tenured _____

Annual Appointment _____

Circle Overall HEDI Rating: Developing Ineffective

Goal(s): _____

Domain and Component	Strategies and Support	Resources Needed	Evidence

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

EVIDENCE AND FOLLOW-UP CONFERENCE PROGRESS:

Timeline	Evidence	Comments	Date Completed

**SECTION II: STUDENT LEARNING OBJECTIVES/LOCAL
MEASURES OF STUDENT ACHIEVEMENT (20 POINTS) HONEOYE FALLS-
LIMA CENTRAL SCHOOL DISTRICT**

**SECTION II: STUDENT LEARNING OBJECTIVES/LOCAL
ACHIEVEMENT MEASURES FOR PRINCIPALS (20 PTS.) LOCAL
ACHIEVEMENT TARGETS (LAT): RATINGS AND SCORES – PAGE 1**

PRINCIPAL: _____ **YEAR:** _____ **CHECK ONE TOTAL:** _____ **20 PTS.**

The principal and superintendent shall mutually agree upon Local Achievement Targets, identifying the components below. One sheet should be completed for each LAT.

Local Achievement Target:

Assessment used to measure achievement:

Scoring Methodology (Target attainment categories with related points and HEDI designations (see page 2), including relative value if multiple targets are utilized):

Date for final determination of assessment of Local Achievement Target: _____

PLAN AGREEMENT:

Superintendent's Signature/Date

Principal Signature/Date

FINAL RATING/SCORE FOR TARGET: _____/_____

Superintendent's Signature/Date

Principal Signature/Date

**SECTION II: STUDENT LEARNING OBJECTIVES/LOCAL
ACHIEVEMENT MEASURES FOR PRINCIPALS (20 PTS.) LOCAL
ACHIEVEMENT TARGETS (LAT): RATINGS AND SCORES – PAGE 2**

HEDI SCORING BANDS

ACHIEVEMENT COMPONENTS (PLUS COMPOSITE)

(BANDS FOR “OTHER MEASURES” NEGOTIABLE)

**POINT BANDS FOR 2012-13 FOR THOSE FOR WHOM A VALUE-ADDED SCORE WILL
NOT BE GENERATED:**

Level	Measures of Student Growth (20%)	Local measures of student achievement (20%)	Overall Composite Score
Highly Effective	18-20	18-20	85-100
Effective	9-17	9-17	65-84
Developing	3-8	3-8	55-64
Ineffective	0-2	0-2	0-64

20% SLO/local measures - Conversion Charts for Assessments Scored on 0-100 Scale

Example	
0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0	1
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

***Can be used with any assessment scored on a 100 point scale**

20% SLO/local measures - Conversion Chart for 1-4 Rubric to Sub-Component Score

Example	
1-4 Rubric Conversion Scale	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1.5
1.3	2.0
1.4	2.5
Developing	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
Effective	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
Highly Effective	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

HF-L 60 pt Scoring Conversion Table

Total Average Rubric Score	Conversion score for composite	Category
1	0.0	Ineffective
1.008	1.0	Ineffective
1.017	2.0	Ineffective
1.025	3.0	Ineffective
1.033	4.0	Ineffective
1.042	5.0	Ineffective
1.05	6.0	Ineffective
1.058	7.0	Ineffective
1.067	8.0	Ineffective
1.075	9.0	Ineffective
1.083	10.0	Ineffective
1.092	11.0	Ineffective
1.1	12.0	Ineffective
1.108	13.0	Ineffective
1.115	14.0	Ineffective
1.123	15.0	Ineffective
1.131	16.0	Ineffective
1.138	17.0	Ineffective
1.146	18.0	Ineffective
1.154	19.0	Ineffective
1.162	20.0	Ineffective
1.169	21.0	Ineffective
1.177	22.0	Ineffective
1.185	23.0	Ineffective
1.192	24.0	Ineffective
1.2	25.0	Ineffective
1.208	26.0	Ineffective
1.217	27.0	Ineffective
1.225	28.0	Ineffective
1.233	29.0	Ineffective
1.242	30.0	Ineffective
1.25	31.0	Ineffective
1.258	32.0	Ineffective
1.267	33.0	Ineffective
1.275	34.0	Ineffective
1.283	35.0	Ineffective
1.292	36.0	Ineffective
1.3	37.0	Ineffective
1.308	38.0	Ineffective
1.317	39.0	Ineffective

1.325	40.0	Ineffective
1.333	41.0	Ineffective
1.342	42.0	Ineffective
1.35	43.0	Ineffective
1.358	44.0	Ineffective
1.367	45.0	Ineffective
1.375	46.0	Ineffective
1.383	47.0	Ineffective
1.392	48.0	Ineffective
1.4	49.0	Ineffective
1.5	50.0	Developing
1.6	50.7	Developing
1.7	51.4	Developing
1.8	52.1	Developing
1.9	52.8	Developing
2	53.5	Developing
2.1	54.2	Developing
2.2	54.9	Developing
2.3	55.6	Developing
2.4	56.3	Developing
2.5	57.0	Effective
2.6	57.2	Effective
2.7	57.4	Effective
2.8	57.6	Effective
2.9	57.8	Effective
3	58.0	Effective
3.1	58.2	Effective
3.2	58.4	Effective
3.3	58.6	Effective
3.4	58.8	Effective
3.5	59.0	Highly Effective
3.6	59.3	Highly Effective
3.7	59.5	Highly Effective
3.8	59.8	Highly Effective
3.9	59.9	Highly Effective
4	60.0	Highly Effective

** Rubric Score listed is the minimum necessary to receive the corresponding HEDI score.

** We understand that the composite score must be reported in whole numbers.

**Honeoye Falls-Lima Central
School District
Principal Improvement Plan**

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

HF-L 20 pt Scoring Conversion Table

Class Average or Percent Meeting Target	APPR Score Outputs	
Average Class Assessment Score or Percent of Students Meeting Target	Overall APPR Score	Rating
0.0%	0	Ineffective
15.0%	1	Ineffective
28.0%	1.5	Ineffective
41.0%	2	Ineffective
55.0%	3	Developing
56.0%	3.6	Developing
57.0%	4.2	Developing
58.0%	4.8	Developing
59.0%	5.4	Developing
60.0%	6	Developing
61.0%	6.6	Developing
62.0%	7.2	Developing
63.0%	7.8	Developing
64.0%	8.4	Developing
65.0%	9	Effective
67.0%	9.9	Effective
69.0%	10.8	Effective
71.0%	11.7	Effective
73.0%	12.6	Effective
75.0%	13.5	Effective
77.0%	14.4	Effective
79.0%	15.3	Effective
82.0%	16.2	Effective
84.0%	17.1	Effective
85.0%	18	Highly Effective
88.0%	18.4	Highly Effective
91.0%	18.8	Highly Effective
94.0%	19.2	Highly Effective
97.0%	19.6	Highly Effective
100.0%	20	Highly Effective

** Percentage listed is the minimum necessary to receive the corresponding HEDI score.

** We understand that the composite score must be reported in whole numbers.

HF-L 20 pt Scoring Conversion Table

Class Average or Percent Meeting Target	APPR Score Outputs	
Average Class Assessment Score or Percent of Students Meeting Target	Overall APPR Score	Rating
0.0%	0	Ineffective
15.0%	1	Ineffective
28.0%	1.5	Ineffective
41.0%	2	Ineffective
55.0%	3	Developing
56.0%	3.6	Developing
57.0%	4.2	Developing
58.0%	4.8	Developing
59.0%	5.4	Developing
60.0%	6	Developing
61.0%	6.6	Developing
62.0%	7.2	Developing
63.0%	7.8	Developing
64.0%	8.4	Developing
65.0%	9	Effective
67.0%	9.9	Effective
69.0%	10.8	Effective
71.0%	11.7	Effective
73.0%	12.6	Effective
75.0%	13.5	Effective
77.0%	14.4	Effective
79.0%	15.3	Effective
82.0%	16.2	Effective
84.0%	17.1	Effective
85.0%	18	Highly Effective
88.0%	18.4	Highly Effective
91.0%	18.8	Highly Effective
94.0%	19.2	Highly Effective
97.0%	19.6	Highly Effective
100.0%	20	Highly Effective

** Percentage listed is the minimum necessary to receive the corresponding HEDI score.

** We understand that the composite score must be reported in whole numbers.

HF-L 15 pt Scoring Conversion Table

Class Average or Percent Meeting Target	APPR Score Outputs	
Average Class Assessment Score or Percent of Students Meeting Target	Overall APPR Score	Rating
0.0%	0.0	Ineffective
15.0%	0.6	Ineffective
28.0%	1.2	Ineffective
41.0%	1.8	Ineffective
55.0%	3	Developing
56.0%	3.6	Developing
57.0%	4.2	Developing
58.0%	4.8	Developing
59.0%	5.4	Developing
60.0%	6	Developing
61.0%	6.6	Developing
62.0%	7.2	Developing
63.0%	7.3	Developing
64.0%	7.4	Developing
65.0%	8	Effective
67.0%	9.0	Effective
69.0%	10.0	Effective
71.0%	11.0	Effective
73.0%	12.0	Effective
75.0%	12.0	Effective
77.0%	13.0	Effective
79.0%	13.0	Effective
82.0%	13.0	Effective
84.0%	13.0	Effective
85.0%	14	Highly Effective
88.0%	14.4	Highly Effective
91.0%	14.6	Highly Effective
94.0%	14.7	Highly Effective
97.0%	14.8	Highly Effective
100.0%	15	Highly Effective

** Percentage listed is the minimum necessary to receive the corresponding HEDI score.

** We understand that the composite score must be reported in whole numbers.

HF-L 20 pt Scoring Conversion Table

Class Average or Percent Meeting Target	APPR Score Outputs	
Average Class Assessment Score or Percent of Students Meeting Target	Overall APPR Score	Rating
0.0%	0	Ineffective
15.0%	1	Ineffective
28.0%	1.5	Ineffective
41.0%	2	Ineffective
55.0%	3	Developing
56.0%	3.6	Developing
57.0%	4.2	Developing
58.0%	4.8	Developing
59.0%	5.4	Developing
60.0%	6	Developing
61.0%	6.6	Developing
62.0%	7.2	Developing
63.0%	7.8	Developing
64.0%	8.4	Developing
65.0%	9	Effective
67.0%	9.9	Effective
69.0%	10.8	Effective
71.0%	11.7	Effective
73.0%	12.6	Effective
75.0%	13.5	Effective
77.0%	14.4	Effective
79.0%	15.3	Effective
82.0%	16.2	Effective
84.0%	17.1	Effective
85.0%	18	Highly Effective
88.0%	18.4	Highly Effective
91.0%	18.8	Highly Effective
94.0%	19.2	Highly Effective
97.0%	19.6	Highly Effective
100.0%	20	Highly Effective

** Percentage listed is the minimum necessary to receive the corresponding HEDI score.
 ** We understand that the composite score must be reported in whole numbers.

HF-L AP 1-5 Rubric Conversion Table

Class Average or Percent Meeting Target	APPR Score Outputs	
Rubric 1 - 5	Overall APPR Score	Rating
1.0	0	Ineffective
1.2	1	Ineffective
1.4	1.3	Ineffective
1.6	1.6	Ineffective
1.8	1.9	Ineffective
2.0	3	Developing
2.1	3.6	Developing
2.2	4.2	Developing
2.3	4.8	Developing
2.4	5.4	Developing
2.5	6	Developing
2.6	6.6	Developing
2.7	7.2	Developing
2.8	7.8	Developing
2.9	8.4	Developing
3.0	9	Effective
3.1	9.9	Effective
3.2	10.8	Effective
3.3	11.7	Effective
3.4	12.6	Effective
3.5	13.5	Effective
3.6	14.4	Effective
3.7	15.3	Effective
3.8	16.2	Effective
3.9	17.1	Effective
4.0	18	Highly Effective
4.2	18.4	Highly Effective
4.4	18.8	Highly Effective
4.6	19.2	Highly Effective
4.8	19.6	Highly Effective
5.0	20	Highly Effective

** Percentage listed is the minimum necessary to receive the corresponding HEDI score.
 ** We understand that the composite score must be reported in whole numbers.

HF-L 1-4 Rubric Conversion Table

Class Average or Percent Meeting Target	APPR Score Outputs	
Rubric 1 - 4	Overall APPR Score	Rating
1	0	Ineffective
1.1	1	Ineffective
1.2	1.3	Ineffective
1.3	1.6	Ineffective
1.4	1.9	Ineffective
1.5	3	Developing
1.6	3.6	Developing
1.7	4.2	Developing
1.8	4.8	Developing
1.9	5.4	Developing
2	6	Developing
2.1	6.6	Developing
2.2	7.2	Developing
2.3	7.8	Developing
2.4	8.4	Developing
2.5	9	Effective
2.6	9.9	Effective
2.7	10.8	Effective
2.8	11.7	Effective
2.9	12.6	Effective
3	13.5	Effective
3.1	14.4	Effective
3.2	15.3	Effective
3.3	16.2	Effective
3.4	17.1	Effective
3.5	18	Highly Effective
3.6	18.4	Highly Effective
3.7	18.8	Highly Effective
3.8	19.2	Highly Effective
3.9	19.6	Highly Effective
4	20	Highly Effective

** Percentage listed is the minimum necessary to receive the corresponding HEDI score.
 ** We understand that the composite score must be reported in whole numbers.

HF-L 20 pt Scoring Conversion Table

Class Average or Percent Meeting Target	APPR Score Outputs	
Average Class Assessment Score or Percent of Students Meeting Target	Overall APPR Score	Rating
0.0%	0	Ineffective
15.0%	1	Ineffective
28.0%	1.5	Ineffective
41.0%	2	Ineffective
55.0%	3	Developing
56.0%	3.6	Developing
57.0%	4.2	Developing
58.0%	4.8	Developing
59.0%	5.4	Developing
60.0%	6	Developing
61.0%	6.6	Developing
62.0%	7.2	Developing
63.0%	7.8	Developing
64.0%	8.4	Developing
65.0%	9	Effective
67.0%	9.9	Effective
69.0%	10.8	Effective
71.0%	11.7	Effective
73.0%	12.6	Effective
75.0%	13.5	Effective
77.0%	14.4	Effective
79.0%	15.3	Effective
82.0%	16.2	Effective
84.0%	17.1	Effective
85.0%	18	Highly Effective
88.0%	18.4	Highly Effective
91.0%	18.8	Highly Effective
94.0%	19.2	Highly Effective
97.0%	19.6	Highly Effective
100.0%	20	Highly Effective

** Percentage listed is the minimum necessary to receive the corresponding HEDI score.

** We understand that the composite score must be reported in whole numbers.

HF-L 15 pt Scoring Conversion Table

Class Average or Percent Meeting Target	APPR Score Outputs	
Average Class Assessment Score or Percent of Students Meeting Target	Overall APPR Score	Rating
0.0%	0.0	Ineffective
15.0%	0.6	Ineffective
28.0%	1.2	Ineffective
41.0%	1.8	Ineffective
55.0%	3	Developing
56.0%	3.6	Developing
57.0%	4.2	Developing
58.0%	4.8	Developing
59.0%	5.4	Developing
60.0%	6	Developing
61.0%	6.6	Developing
62.0%	7.2	Developing
63.0%	7.3	Developing
64.0%	7.4	Developing
65.0%	8	Effective
67.0%	9.0	Effective
69.0%	10.0	Effective
71.0%	11.0	Effective
73.0%	12.0	Effective
75.0%	12.0	Effective
77.0%	13.0	Effective
79.0%	13.0	Effective
82.0%	13.0	Effective
84.0%	13.0	Effective
85.0%	14	Highly Effective
88.0%	14.4	Highly Effective
91.0%	14.6	Highly Effective
94.0%	14.7	Highly Effective
97.0%	14.8	Highly Effective
100.0%	15	Highly Effective

** Percentage listed is the minimum necessary to receive the corresponding HEDI score.

** We understand that the composite score must be reported in whole numbers.

HF-L 20 pt Scoring Conversion Table

Class Average or Percent Meeting Target	APPR Score Outputs	
Average Class Assessment Score or Percent of Students Meeting Target	Overall APPR Score	Rating
0.0%	0	Ineffective
15.0%	1	Ineffective
28.0%	1.5	Ineffective
41.0%	2	Ineffective
55.0%	3	Developing
56.0%	3.6	Developing
57.0%	4.2	Developing
58.0%	4.8	Developing
59.0%	5.4	Developing
60.0%	6	Developing
61.0%	6.6	Developing
62.0%	7.2	Developing
63.0%	7.8	Developing
64.0%	8.4	Developing
65.0%	9	Effective
67.0%	9.9	Effective
69.0%	10.8	Effective
71.0%	11.7	Effective
73.0%	12.6	Effective
75.0%	13.5	Effective
77.0%	14.4	Effective
79.0%	15.3	Effective
82.0%	16.2	Effective
84.0%	17.1	Effective
85.0%	18	Highly Effective
88.0%	18.4	Highly Effective
91.0%	18.8	Highly Effective
94.0%	19.2	Highly Effective
97.0%	19.6	Highly Effective
100.0%	20	Highly Effective

** Percentage listed is the minimum necessary to receive the corresponding HEDI score.

** We understand that the composite score must be reported in whole numbers.

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

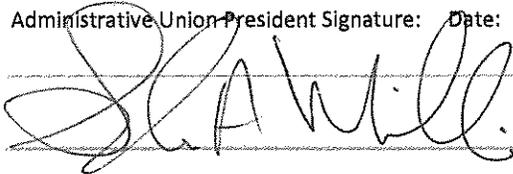
Superintendent Signature: Date:

 1/11/13

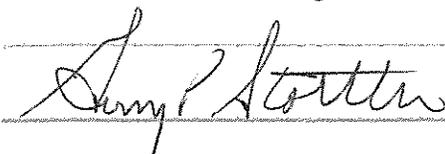
Teachers Union President Signature: Date:

 1/10/13

Administrative Union President Signature: Date:

 1-11-2013

Board of Education President Signature: Date:

 1/16/13