



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

Commissioner of Education
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December 14, 2012

David C. Bills, Superintendent
Honeoye Central School District
8528 Main Street
Honeoye, NY 14471

Dear Superintendent Bills:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Michael Glover

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 Monday, May 21, 2012

Updated Monday, December 10, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 431401040000

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

431401040000

1.2) School District Name: HONEOYE CSD

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

HONEOYE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

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):

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 21, 2012

Updated Wednesday, December 12, 2012

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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	W-FL BOCES-developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	W-FL BOCES-developed Grade-1 ELA assessment
2	District, regional, or BOCES-developed assessment	W-FL BOCES-developed Grade-2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	Based on the analysis of student performance base line data on selected and approved pre-assessments, points will be assigned based on the percentage of students achieving growth targets as defined by the teacher, building principal, and Director of Curriculum, Instruction and Assessment. A teacher will be considered mid-range effective (13 points) if 79% of their students reach the target from created Student Learning Objective (SLO). More or less points will be assigned depending upon the percentage of students who exceed or fall short of the target. All fractions will be rounded up to the nearest whole number percentage. Reference section 2.11 for the State Growth Conversion Chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 85%-100% of the students meet district target goals in the area of ELA as evaluated by regionally created ELA assessments and/or NYS Assessments (Grade-3). The points will be assigned as follows for Highly Effective: 85%-90% = 18 points, 91%-95% = 19 points, 96%-100% = 20 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 75%-84% of the students meet district target goals in the area of ELA as evaluated by regionally created ELA assessments and/or NYS Assessments (Grade-3). The points will be assigned as follows for Effective: 75% =9 points, 76% = 10 points, 77% = 11 points, 78% = 12 points, 79% = 13 points, 80% = 14 points, 81% = 15 points, 82%= 16 points, 83%-84% = 17 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 65%-74% of the students meet district target goals in the area of ELA as evaluated by regionally created ELA assessments and/or NYS Assessments (Grade-3). The points will be assigned as follows for Developing: 65% =3 points, 66% = 4 points, 67%-68% = 5 points, 69%-70% = 6 points, 71%-72% = 7 points, 73%-74%= 8 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 0%-64% of the students meet district target goals in the area of ELA as evaluated by regionally created ELA assessments and/or NYS Assessments (Grade-3). The points will be assigned as follows for Ineffective: 0-42% =0 points, 43%-49% = 1 point, 50%-64% = 2 points.

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	W-FL BOCES-developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	W-FL BOCES-developed Grade-1 Math assessment
2	District, regional, or BOCES-developed assessment	W-FL BOCES-developed Grade-2 Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Based on the analysis of student performance base line data on selected and approved pre-assessments, points will be assigned based on the percentage of students achieving growth targets as defined by the teacher, building principal, and Director of Curriculum, Instruction and Assessment. A teacher will be considered mid-range effective (13 points) if 79% of their students reach the target from created Student Learning Objective (SLO). More or less points will be assigned depending upon the percentage of students who exceed or fall short of the target. All fractions will be rounded up to the nearest whole number percentage. Reference section 2.11 for the State Growth Conversion Chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 85%-100% of the students meet district target goals in the area of Math as evaluated by regionally created Math assessments and/or NYS Assessments (Grade-3). The points will be assigned as follows for Highly Effective: 85%-90% = 18 points, 91%-95% = 19 points, 96%-100% = 20 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 75%-84% of the students meet district target goals in the area of Math as evaluated by regionally created Math assessments and/or NYS Assessments (Grade-3). The points will be assigned as follows for Effective: 75% =9 points, 76% = 10 points, 77% = 11 points, 78% = 12 points, 79% = 13 points, 80% = 14 points, 81% = 15 points, 82%= 16 points, 83%-84% = 17 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 65%-74% of the students meet district target goals in the area of Math as evaluated by regionally created Math assessments and/or NYS Assessments (Grade-3). The points will be assigned as follows for Developing: 65% =3 points, 66% = 4 points, 67%-68% = 5 points, 69%-70% = 6 points, 71%-72% = 7 points, 73%-74%= 8 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 0%-64% of the students meet district target goals in the area of Math as evaluated by regionally created Math assessments and/or NYS Assessments (Grade-3). The points will be assigned as follows for Ineffective: 0-42% =0 points, 43%-49% = 1 point, 50%-64% = 2 points.

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
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6	District, regional or BOCES-developed assessment	HCS District-developed Grade-6 Science assessment
7	District, regional or BOCES-developed assessment	W-FL BOCES-developed Grade-7 Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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.	Based on the analysis of student performance base line data on selected and approved pre-assessments, points will be assigned based on the percentage of students achieving growth targets as defined by the teacher, building principal, and Director of Curriculum, Instruction and Assessment. A teacher will be considered mid-range effective (13 points) if 79% of their students reach the target from created Student Learning Objective (SLO). More or less points will be assigned depending upon the percentage of students who exceed or fall short of the target. All fractions will be rounded up to the nearest whole number percentage. Reference section 2.11 for the State Growth Conversion Chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 85%-100% of the students meet district target goals in the area of Science as evaluated by regionally or district created Science assessments and/or NYS Assessments (Grade-8). The points will be assigned as follows for Highly Effective: 85%-90% = 18 points, 91%-95% = 19 points, 96%-100% = 20 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 75%-84% of the students meet district target goals in the area of Science as evaluated by regionally or district created Science assessments and/or NYS Assessments (Grade-8). The points will be assigned as follows for Effective: 75% =9 points, 76% = 10 points, 77% = 11 points, 78% = 12 points, 79% = 13 points, 80% = 14 points, 81% = 15 points, 82%= 16 points, 83%-84% = 17 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 65%-74% of the students meet district target goals in the area of Science as evaluated by regionally or district created Science assessments and/or NYS Assessments (Grade-8). The points will be assigned as follows for Developing: 65% =3 points, 66% = 4 points, 67%-68% = 5 points, 69%-70% = 6 points, 71%-72% = 7 points, 73%-74%= 8 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, 0%-64% of the students meet district target goals in the area of Science as evaluated by regionally or district created Science assessments and/or NYS Assessments (Grade-8). The

points will be assigned as follows for Ineffective: 0-42% =0 points, 43%-49% = 1 point, 50%-64% = 2 points.

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	W-FL BOCES-developed Grade-6 Social Studies assessment
7	District, regional or BOCES-developed assessment	W-FL BOCES-developed Grade-7 Social Studies assessment
8	District, regional or BOCES-developed assessment	W-FL BOCES-developed Grade-8 Social Studies assessment

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

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.	Based on the analysis of student performance base line data on selected and approved pre-assessments, points will be assigned based on the percentage of students achieving growth targets as defined by the teacher, building principal, and Director of Curriculum, Instruction and Assessment. A teacher will be considered mid-range effective (13 points) if 79% of their students reach the target from created Student Learning Objective (SLO). More or less points will be assigned depending upon the percentage of students who exceed or fall short of the target. All fractions will be rounded up to the nearest whole number percentage. Reference section 2.11 for the State Growth Conversion Chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, 85%-100% of the students meet district target goals in the area of Science as evaluated by regionally created Social Studies assessments. The points will be assigned as follows for Highly Effective: 85%-90% = 18 points, 91%-95% = 19 points, 96%-100% = 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, 75%-84% of the students meet district target goals in the area of Science as evaluated by regionally created Social Studies assessments. The points will be assigned as follows for Effective: 75% =9 points, 76% = 10 points, 77% = 11 points, 78% = 12 points, 79% = 13 points, 80% = 14 points, 81% = 15 points, 82%= 16 points, 83%-84% = 17 points
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, 65%-74% of the students meet district target goals in the area of Science as evaluated by regionally created Social Studies assessments. The points will be assigned as follows for Developing: 65% =3 points, 66% = 4 points, 67%-68% = 5 points, 69%-70% = 6 points, 71%-72% = 7 points, 73%-74%= 8 points

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

Based on the District's goals and priorities, 0%-64% of the students meet district target goals in the area of Science as evaluated by regionally created Social Studies assessments. The points will be assigned as follows for Ineffective: 0-42% =0 points, 43%-49% = 1 point, 50%-64% = 2 points.

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	W-FL BOCES-developed Global 1 assessment

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

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

Based on the analysis of student performance base line data on selected and approved pre-assessments, points will be assigned based on the percentage of students achieving growth targets as defined by the teacher, building principal, and Director of Curriculum, Instruction and Assessment. A teacher will be considered mid-range effective (13 points) if 79% of their students reach the target from created Student Learning Objective (SLO). More or less points will be assigned depending upon the percentage of students who exceed or fall short of the target. All fractions will be rounded up to the nearest whole number percentage. Reference section 2.11 for the State Growth Conversion Chart.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Based on the District's goals and priorities, 85%-100% of the students meet district target goals in the area of Social Studies as evaluated by NYS Regents exams. The points will be assigned as follows for Highly Effective: 85%-90% = 18 points, 91%-95% = 19 points, 96%-100% = 20 points.

Effective (9 - 17 points) Results meet District goals for similar students.

Based on the District's goals and priorities, 75%-84% of the students meet district target goals in the area of Social Studies as evaluated by NYS Regents exams. The points will be assigned as follows for Effective: 75% =9 points, 76% = 10 points, 77% = 11 points, 78% = 12 points, 79%

= 13 points, 80% = 14 points, 81% = 15 points, 82%= 16 points, 83%-84% = 17 points

Developing (3 - 8 points) Results are below District goals for similar students.

Based on the District's goals and priorities, 65%-74% of the students meet district target goals in the area of Social Studies as evaluated by NYS Regents exams. The points will be assigned as follows for Developing: 65% =3 points, 66% = 4 points, 67%-68% = 5 points, 69%-70% = 6 points, 71%-72% = 7 points, 73%-74%= 8 points

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

Based on the District's goals and priorities, 0%-64% of the students meet district target goals in the area of Social Studies as evaluated by NYS Regents exams. The points will be assigned as follows for Ineffective: 0-42% =0 points, 43%-49% = 1 point, 50%-64% = 2 points.

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.

Based on the analysis of student performance base line data on selected and approved pre-assessments, points will be assigned based on the percentage of students achieving growth targets as defined by the teacher, building principal, and Director of Curriculum, Instruction and Assessment. A teacher will be considered mid-range effective (13 points) if 79% of their students reach the target from created Student Learning Objective (SLO). More or less points will be assigned depending upon the percentage of students who exceed or fall short of the target. All fractions will be rounded up to the nearest whole number percentage. Reference section 2.11 for the State Growth Conversion Chart.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Based on the District's goals and priorities, 85%-100% of the students meet district target goals in the area of Science as evaluated by NYS Regents exams. The points will be assigned as follows for Highly Effective: 85%-90% = 18 points, 91%-95% = 19 points, 96%-100% = 20 points

Effective (9 - 17 points) Results meet District goals for similar students.

Based on the District's goals and priorities, 75%-84% of the students meet district target goals in the area of

Science as evaluated by NYS Regents exams. The points will be assigned as follows for Effective: 75% =9 points, 76% = 10 points, 77% = 11 points, 78% = 12 points, 79% = 13 points, 80% = 14 points, 81% = 15 points, 82%= 16 points, 83%-84% = 17 points

Developing (3 - 8 points) Results are below District goals for similar students.

Based on the District's goals and priorities, 65%-74% of the students meet district target goals in the area of Science as evaluated by NYS Regents exams. The points will be assigned as follows for Developing: 65% =3 points, 66% = 4 points, 67%-68% = 5 points, 69%-70% = 6 points, 71%-72% = 7 points, 73%-74%= 8 points

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

Based on the District's goals and priorities, 0%-64% of the students meet district target goals in the area of Science as evaluated by NYS Regents exams. The points will be assigned as follows for Ineffective: 0-42% =0 points, 43%-49% = 1 point, 50%-64% = 2 points.

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.

Based on the analysis of student performance base line data on selected and approved pre-assessments, points will be assigned based on the percentage of students achieving growth targets as defined by the teacher, building principal, and Director of Curriculum, Instruction and Assessment. A teacher will be considered mid-range effective (13 points) if 79% of their students reach the target from created Student Learning Objective (SLO). More or less points will be assigned depending upon the percentage of students who exceed or fall short of the target. All fractions will be rounded up to the nearest whole number percentage. Reference section 2.11 for the State Growth Conversion Chart.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Based on the District's goals and priorities, 85%-100% of the students meet district target goals in the area of Math as evaluated by NYS Regents exams. The points will be assigned as follows for Highly Effective: 85%-90% = 18 points, 91%-95% = 19 points, 96%-100% = 20 points

Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, 75%-84% of the students meet district target goals in the area of Math as evaluated by NYS Regents exams. The points will be assigned as follows for Effective: 75% =9 points, 76% = 10 points, 77% = 11 points, 78% = 12 points, 79% = 13 points, 80% = 14 points, 81% = 15 points, 82%= 16 points, 83%-84% = 17 points
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, 65%-74% of the students meet district target goals in the area of Math as evaluated by NYS Regents exams. The points will be assigned as follows for Developing: 65% =3 points, 66% = 4 points, 67%-68% = 5 points, 69%-70% = 6 points, 71%-72% = 7 points, 73%-74%= 8 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, 0%-64% of the students meet district target goals in the area of Math as evaluated by NYS Regents exams. The points will be assigned as follows for Ineffective: 0-42% =0 points, 43%-49% = 1 point, 50%-64% = 2 points.

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	W-FL BOCES-developed Grade-9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	W-FL BOCES-developed Grade-10 ELA 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.	Based on the analysis of student performance base line data on selected and approved pre-assessments, points will be assigned based on the percentage of students achieving growth targets as defined by the teacher, building principal, and Director of Curriculum, Instruction and Assessment. A teacher will be considered mid-range effective (13 points) if 79% of their students reach the target from created Student Learning Objective (SLO). More or less points will be assigned depending upon the percentage of students who exceed or fall short of the target. All fractions will be rounded up to the nearest whole number percentage. Reference section 2.11 for the State Growth Conversion Chart.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, 85%-100% of the students meet district target goals in the area of ELA as evaluated by regionally created ELA assessments and/or NYS Comprehensive English Regents assessment (Grade-11). The points will be assigned as follows for Highly Effective: 85%-90% = 18 points, 91%-95% = 19 points, 96%-100% = 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, 75%-84% of the students meet district target goals in the area of ELA as evaluated by regionally created ELA assessments and/or NYS Comprehensive English Regents assessment (Grade-11). The points will be assigned as follows for Effective: 75% =9 points, 76% = 10 points, 77% = 11 points, 78% = 12 points, 79% = 13 points, 80% = 14 points, 81% = 15 points, 82%= 16 points, 83%-84% = 17 points
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, 65%-74% of the students meet district target goals in the area of ELA as evaluated by regionally created ELA assessments and/or NYS Comprehensive English Regents assessment (Grade-11). The points will be assigned as follows for Developing: 65% =3 points, 66% = 4 points, 67%-68% = 5 points, 69%-70% = 6 points, 71%-72% = 7 points, 73%-74%= 8 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, 0%-64% of the students meet district target goals in the area of ELA as evaluated by regionally created ELA assessments and/or NYS Comprehensive English Regents assessment (Grade-11). The points will be assigned as follows for Ineffective: 0-42% =0 points, 43%-49% = 1 point, 50%-64% = 2 points.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education Grades K-2	District, Regional or BOCES-developed	HCS District-developed Grade- K-2 Physical Education assessment
Physical Education Grades 3-5	District, Regional or BOCES-developed	HCS District-developed Grade-3-5 Physical Education assessment
Physical Education Grades 6-12	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-6-12 Physical Education assessment
Art K-5	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-K-5 Art assessment
Art 6-8	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-6-8 Art assessment
Studio Art Grades 9-12	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-9-12 Studio Art assessment
Business/Computer Skills Grade-6	District, Regional or BOCES-developed	HCS District-developed Grade-6 Business/Computer Skills assessment

General Music Grades K-1	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-K-1 General Music assessment
General Music Grades 2-5	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-2-5 General Music assessment
Instrumental Music Grades 6-8	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-6-8 Instrumental Music assessment
Instrumental Music Grades 9-12	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-9-12 Instrumental Music assessment
Technology Education Grades 6-8	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-6-8 Technology Education assessment
Spanish Grades 7-8	District, Regional or BOCES-developed	HCS District-developed Grade-6-8 Spanish assessment
Spanish I and II	District, Regional or BOCES-developed	HCS District-developed Spanish I and II assessment
French I and II	District, Regional or BOCES-developed	HCS District-developed French I and II assessment
Family and Consumer Science Grade-6	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-6 Family and Consumer Science assessment
Family and Consumer Science Grade-8	District, Regional or BOCES-developed	HCS District-developed Grade-8 Family and Consumer Science assessment
Health Grades 6-8	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-6-8 Health assessment
Media Arts Grades 9-12	District, Regional or BOCES-developed	W-FL BOCES-developed Grade-9-12 Media Arts assessment
Academic Intervention Services Grades K-2	District, Regional or BOCES-developed	W-FL BOCES-developed Grade K-2 Academic Intervention Services assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the analysis of student performance base line data on selected and approved pre-assessments, points will be assigned based on the percentage of students achieving growth targets as defined by the teacher, building principal, and Director of Curriculum, Instruction and Assessment. A teacher will be considered mid-range effective (13 points) if 79% of their students reach the target from created Student Learning Objective (SLO). More or less points will be assigned depending upon the percentage of students who exceed or fall short of the target. All fractions will be rounded up to the nearest whole number percentage. Reference section 2.11 for the State Growth Conversion Chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, 85%-100% of the students meet district target goals in the respective area as evaluated by regionally created assessments. The points will be assigned as follows for Highly Effective: 85%-90% = 18 points, 91%-95% = 19 points, 96%-100% = 20 points

Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, 75%-84% of the students meet district target goals in the respective area as evaluated by regionally created assessments. The points will be assigned as follows for Effective: 75% =9 points, 76% = 10 points, 77% = 11 points, 78% = 12 points, 79% = 13 points, 80% = 14 points, 81% = 15 points, 82%= 16 points, 83%-84% = 17 points
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, 65%-74% of the students meet district target goals in the respective area as evaluated by regionally created assessments. The points will be assigned as follows for Developing: 65% =3 points, 66% = 4 points, 67%-68% = 5 points, 69%-70% = 6 points, 71%-72% = 7 points, 73%-74%= 8 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, 0%-64% of the students meet district target goals in the respective area as evaluated by regionally created assessments. The points will be assigned as follows for Ineffective: 0-42% =0 points, 43%-49% = 1 point, 50%-64% = 2 points.

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/5364/131724-TXEttx9bQW/SLO Conversion Chart_1.docx

2.12) Locally Developed Controls

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

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

(No 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 Monday, May 21, 2012

Updated Wednesday, December 12, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
5	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English,

		Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
6	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
7	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
8	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

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>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p> <ol style="list-style-type: none"> 1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100) (Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science) <p>The percentage of 1)students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 93%-100% = 15 points, 85%-92% = 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 76%-84% = 13 points, 68%-75% = 12 points, 58%-67% = 11 points, 52%-57% = 10 points, 46%-51% = 9 points, 40%-45% = 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 7 points, 28%-34% = 6 points, 22%-27% = 5 points, 15%-21% = 4 points, 10%-14% = 3 points

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

Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 point

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
5	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
6	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
7	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
8	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

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.

Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts

1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment
2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100) (Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment,

Physics, US History, Earth Science)

The percentage of 1) students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.

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

Percent of students achieving levels 3 4 or passing (65 or greater) 93%-100% = 15 points, 85%-92% = 14 points

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Percent of students achieving levels 3 4 or passing (65 or greater) 76%-84% = 13 points, 68%-75% = 12 points, 58%-67% = 11 points, 52%-57% = 10 points, 46%-51% = 9 points, 40%-45% = 8 points

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 7 points, 28%-34% = 6 points, 22%-27% = 5 points, 15%-21% = 4 points, 10%-14% = 3 points

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

Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 point

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/5139/131725-rhJdBgDruP/ClarityLocal Measures Conversion Chart_1.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
1	6(ii) School-wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
2	6(ii) School-wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
3	6(ii) School-wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English,

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p> <ol style="list-style-type: none"> 1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100) (Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science) <p>The percentage of 1)students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 95%-100% = 20 points, 90%-94% = 19 points, 85%-89% = 18 points</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 80%-84% = 17 points, 75%-79% = 16 points, 70%-74% = 15 points, 65%-69% = 14 points, 60%-64% = 13 points, 55%-59% = 12 points, 50%-54% = 11 points, 45%-49% = 10 points, 40%-44% = 9 points</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 8 points, 30%-34% = 7 points, 25%-29% = 6 points, 20%-24% = 5 points, 15%-19% = 4 points, 10%-14% = 3 points</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 points</p>

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.

<p>Locally-Selected Measure from List of Approved Measures</p>	<p>Assessment</p>
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K	6(ii) School-wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
1	6(ii) School-wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
2	6(ii) School-wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
3	6(ii) School-wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

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>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p> <ol style="list-style-type: none"> 1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100) (Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science) <p>The percentage of 1)students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 95%-100% = 20 points, 90%-94% = 19 points, 85%-89% = 18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 80%-84% = 17 points, 75%-79% = 16 points, 70%-74% = 15 points, 65%-69% = 14 points, 60%-64% = 13 points, 55%-59% = 12 points, 50%-54% = 11 points, 45%-49% = 10 points, 40%-44% = 9 points

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 8 points, 30%-34% = 7 points, 25%-29% = 6 points, 20%-24% = 5 points, 15%-19% = 4 points, 10%-14% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 points

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
7	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
8	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

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>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p> <ol style="list-style-type: none"> 1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100) (Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science) <p>The percentage of 1)students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Percent of students achieving levels 3 4 or passing (65 or greater) 95%-100% = 20 points, 90%-94% = 19 points,

achievement for grade/subject.	85%-89% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 80%-84% = 17 points, 75%-79% = 16 points, 70%-74% = 15 points, 65%-69% = 14 points, 60%-64% = 13 points, 55%-59% = 12 points, 50%-54% = 11 points, 45%-49% = 10 points, 40%-44% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 8 points, 30%-34% = 7 points, 25%-29% = 6 points, 20%-24% = 5 points, 15%-19% = 4 points, 10%-14% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 points

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
7	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
8	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

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>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p> <ol style="list-style-type: none"> 1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100)
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(Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science)

The percentage of 1)students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.

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

Percent of students achieving levels 3 4 or passing (65 or greater) 95%-100% = 20 points, 90%-94% = 19 points, 85%-89% = 18 points

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

Percent of students achieving levels 3 4 or passing (65 or greater) 80%-84% = 17 points, 75%-79% = 16 points, 70%-74% = 15 points, 65%-69% = 14 points, 60%-64% = 13 points, 55%-59% = 12 points, 50%-54% = 11 points, 45%-49% = 10 points, 40%-44% = 9 points

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

Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 8 points, 30%-34% = 7 points, 25%-29% = 6 points, 20%-24% = 5 points, 15%-19% = 4 points, 10%-14% = 3 points

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

Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 points

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Global 2	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
American History	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible

for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100) (Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science)</p> <p>The percentage of 1)students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.</p> <p>Percent of students achieving levels 3 4 or passing (65 or greater) 95%-100% = 20 points, 90%-94% = 19 points, 85%-89% = 18 points</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 80%-84% = 17 points, 75%-79% = 16 points, 70%-74% = 15 points, 65%-69% = 14 points, 60%-64% = 13 points, 55%-59% = 12 points, 50%-54% = 11 points, 45%-49% = 10 points, 40%-44% = 9 points</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 8 points, 30%-34% = 7 points, 25%-29% = 6 points, 20%-24% = 5 points, 15%-19% = 4 points, 10%-14% = 3 points</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 points</p>

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living

		Environment, Physics, US History, Earth Science Regents Exams
Earth Science	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Chemistry	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Physics	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p> <ol style="list-style-type: none"> 1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100) (Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science) <p>The percentage of 1)students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 95%-100% = 20 points, 90%-94% = 19 points, 85%-89% = 18 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 80%-84% = 17 points, 75%-79% = 16 points, 70%-74% = 15 points, 65%-69% = 14 points, 60%-64% = 13 points, 55%-59% = 12 points, 50%-54% = 11 points, 45%-49% = 10 points, 40%-44% = 9 points

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 8 points, 30%-34% = 7 points, 25%-29% = 6 points, 20%-24% = 5 points, 15%-19% = 4 points, 10%-14% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 points

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Geometry	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Algebra 2	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

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

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

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>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p> <ol style="list-style-type: none"> 1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100)
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(Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science)

The percentage of 1) students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.

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

Percent of students achieving levels 3 4 or passing (65 or greater) 95%-100% = 20 points, 90%-94% = 19 points, 85%-89% = 18 points

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

Percent of students achieving levels 3 4 or passing (65 or greater) 80%-84% = 17 points, 75%-79% = 16 points, 70%-74% = 15 points, 65%-69% = 14 points, 60%-64% = 13 points, 55%-59% = 12 points, 50%-54% = 11 points, 45%-49% = 10 points, 40%-44% = 9 points

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

Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 8 points, 30%-34% = 7 points, 25%-29% = 6 points, 20%-24% = 5 points, 15%-19% = 4 points, 10%-14% = 3 points

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

Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 points

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100) (Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science)</p> <p>The percentage of 1)students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.</p> <p>Percent of students achieving levels 3 4 or passing (65 or greater) 95%-100% = 20 points, 90%-94% = 19 points, 85%-89% = 18 points</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 80%-84% = 17 points, 75%-79% = 16 points, 70%-74% = 15 points, 65%-69% = 14 points, 60%-64% = 13 points, 55%-59% = 12 points, 50%-54% = 11 points, 45%-49% = 10 points, 40%-44% = 9 points</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 8 points, 30%-34% = 7 points, 25%-29% = 6 points, 20%-24% = 5 points, 15%-19% = 4 points, 10%-14% = 3 points</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 points</p>

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education Grades K-5	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams

Physical Education Grades 6-12	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Art K-5	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Art 6-8	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Studio Art Grades 9-12	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Business/Computer Skills Grade-6	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
General Music Grades K-1	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
General Music Grades 2-5	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Instrumental Music Grades 6-8	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Instrumental Music Grades 9-12	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Technology Education Grades 6-8	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and

		Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
LOTE/Spanish Grades 7-12	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
LOTE/French Grades 7-12	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Family and Consumer Science Grade 6/8	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Health Grades 6-8	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Media Arts Grades 9-12	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Academic Intervention Services K-5	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Academic Intervention Services 6-12	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Special Education K-12	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science Regents Exams
Library/Media K-5	6(ii) School wide measure computed locally	NYS ELA Grades 3-8, Math Grade 3-8, Science Grade 4 and 8 Assessments and Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra,

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score. LM = Average of the Following Metric (0-100%) converted to a 20 (or 15) Point Score using Local Measures Conversion Charts</p>
	<ol style="list-style-type: none"> 1. Average percent of all students achieving a level 3 and 4 Grades 3-8 ELA, Math and Grades 4 8 Science State Assessment 2. Average percent of all given NYS Regents Exams Achievement with scores of 65 or greater (0-100) (Algebra2/Trigonometry, Chemistry, English, Geometry, Global Studies, Integrated Algebra, Living Environment, Physics, US History, Earth Science)
	<p>The percentage of 1)students receiving 3 and 4 (Grade 3-8 ELA, Math, Grade 4 and 8 Science) average and 2) 65 or greater on all given NYS Regents Examination should be averaged together and converted to a sub-component score using the attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 95%-100% = 20 points, 90%-94% = 19 points, 85%-89% = 18 points</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 80%-84% = 17 points, 75%-79% = 16 points, 70%-74% = 15 points, 65%-69% = 14 points, 60%-64% = 13 points, 55%-59% = 12 points, 50%-54% = 11 points, 45%-49% = 10 points, 40%-44% = 9 points</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 35%-39% = 8 points, 30%-34% = 7 points, 25%-29% = 6 points, 20%-24% = 5 points, 15%-19% = 4 points, 10%-14% = 3 points</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Percent of students achieving levels 3 4 or passing (65 or greater) 5%-9% = 2 points, 1%-4% = 1 point, 0% = 0 points</p>

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/5139/131725-y92vNseFa4/ClarityLocal Measures Conversion Chart_1.docx

3.14) Locally Developed Controls

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

none

3.15) Teachers with More Than One Locally Selected Measure

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

not applicable

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, May 21, 2012

Updated Wednesday, December 12, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	43
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	17

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.

Classroom Observations

The district will use the Danielson's (2011) "Framework for Teaching" Rubric to determine the 60 points in the "Other Measures" subcomponent that must be based on multiple classroom observations. The district will utilize the Rubric Score to Sub-Component Conversion Chart to determine the 60% rating in this "Other Measures of Effectiveness" category.

The "Framework for Teaching": rubric contains four domains:

Domain I: Planning and Preparation (6 components)

Domain II: The Classroom Environment (5 components)

Domain III: Instruction (5 components)

Domain IV: Professional Responsibilities (6 components)

It is generally understood that Domains I, II and III contain components and elements that are evident in lesson observations. It is also understood that IV contain components and elements that must be assessed on an annual basis. These can be reviewed during the year in conferences with the lead evaluator(s). Teachers will also be able to provide evidence of Domain IV components and elements in the Year End Teacher Self-Reflection document.

Multiple observations (minimum 1 announced, 1 unannounced) = 43 points

Announced: 30 minutes minimum, Domains I, II, III,
Pre-observation conference scheduled prior to observed lesson
Post-observation conference scheduled following lesson
Reflection rubric completed, post-observation completed
Completed paper work 15 working days

Unannounced: 15 minutes minimum, Domains II, III
Post-observation conference scheduled following lesson
Completed paperwork 15 working days

Year End Summative Meeting prior to June 21, 2013 (for the 2012-13 school year)

Other artifacts (Domain IV) = 17 points

Step 1 – Convert Observation Ratings to Points (observations – 43 points):

To convert the rubric to points,

1. Determine the rating for each observation type by rating components in the applicable domains in the 0-4 scale (H=4, E=3, D=2, I=0-1) then total the sum of each component and divide by the number of components.
2. Add the totals of each score (announced observation(s) + unannounced observation) and divided by total number of observations.
3. Multiply total by a weighting factor of .716

Step 2 – Convert Additional Evidence Ratings to Points (other evidence – 17 points):

To convert the rubric to points,

1. Determine the rating for each component in Domain IV using the 0 to 4 scale (H=4, E=3, D=2, I=0-1) and then total the sum of each component and divide by the number of components.
2. Multiply total by a weighting factor of .283

Step 3- total the sum of step 1 and step 2 and round to the nearest tenth to determine a final rubric score of 0-4 and use the attached conversion chart to determine a teacher's score out of 60.

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/5091/131727-eka9yMJ855/ClarityTeacherOther Measures 60 Rubric Conversion Chart.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.

According the to Other Measures 60% - Rubric Score to Sub-Component Conversion Chart a 3.5-4.0 rating will be a Highly Effective Rating as calculated as per conversion process

Effective: Overall performance and results meet NYS Teaching Standards.

According the to Other Measures 60% - Rubric Score to Sub-Component Conversion Chart a 2.5-3.4 rating will be an Effective Rating as calculated as per conversion process

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	According the to Other Measures 60% - Rubric Score to Sub-Component Conversion Chart a 1.5-2.4 rating will be a Developing Rating as calculated as per conversion process
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	According the to Other Measures 60% - Rubric Score to Sub-Component Conversion Chart a 1.0-1.4 rating will be an Ineffective Rating as calculated as per conversion process

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, May 21, 2012

Updated Monday, December 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, May 21, 2012

Updated Tuesday, December 11, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/131729-Df0w3Xx5v6/TEACHER IMPROVEMENT PLANS.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals regarding procedure are available to tenured and probationary teachers relative to Agreement between the Superintendent of Schools of the Honeoye Central School and the Honeoye Teachers' Association Article III Grievance Procedures.

The following procedures are the exclusive means for initiation, reviewing and resolving any and all challenges and appeals related to a tenured teacher's Annual Professional Performance Review (APPR). The procedures contained herein are not available to

probationary teachers.

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

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

(1) Only teachers who receive an overall composite rating of "Ineffective" or "Developing" may appeal his or her performance review. Any teachers that receive a rating of "Effective" or "Highly Effective" cannot appeal, however, have the right to submit a written professional response to their APPR.

(2) A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the Commissioner of Education, and compliance with the procedures for the conduct of performance reviews set forth in the Annual Professional Performance Review plan.

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

(4) Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) school days after he/she receives his/her APPR composite score. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

(5) Substantive appeals by tenured teachers shall be heard by an Appeals Panel. The Appeals Panel shall consist of the Superintendent of Schools (or designee), Administrator (other than the evaluator), one (1) HTA Co-President, and the HTA Negotiations Chairperson. The Appeals committee is required to reach a consensus decision.

(6) A teacher wishing to initiate an appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal, to the Superintendent, with a copy to the HTA President. The appeal must be submitted in writing. E-mail or other electronic submissions are not permitted. Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(7) Under this appeals process the teacher is expected to provide an explanation of relief requested. The teacher is required to provide facts and evidence upon which he/she seeks relief.

(8) The Appeals Panel shall meet, consider the evidence, perform any investigation, and render a written decision to the Superintendent, the teacher and the HTA Co-Presidents within 30 calendar days.

(9) The decision of the Appeals Panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Appeals Panel shall not be subject to any further appeal.

(10) If the appeal is sustained, the original performance review shall be revised by the Appeals Panel. The revised performance review may not be reviewed or appealed under this procedure. If the appeal is rejected, the original APPR and composite score shall remain unchanged.

The teacher's failure to comply with the requirements of this Appeals Procedure shall result in a denial of the appeal.

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.

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) *The New York State Teaching Standards, and their related elements and performance indicators.*
- (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;*
- (4) *Application and use of the teacher rubric, including training on the effective application of the rubric to observe a teacher's practice;*
- (5) *Application and use of any assessment tools that the District utilizes to evaluate its classroom teachers, including but not limited to, professional growth goals and school improvement goals, etc.;*
- (6) *Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;*
- (7) *Use of the Statewide Instructional Reporting System;*
- (8) *The scoring methodology, 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 overall rating and their subcomponent ratings; and*
- (9) *Specific considerations in evaluating teachers of English language learners and students with disabilities.*

Any evaluator who participate in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and /or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team and District Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

Administrators will also complete the TEACHSCAPE Proficiency System on-line professional development module. The fifteen hour module will serve as evidence of training of lead evaluators. This will insure inter-rater reliability. The evidence will be used to support Board of Education certification of Lead Evaluators.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff.

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 Monday, May 21, 2012

Updated Monday, December 10, 2012

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

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

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

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

K-5
6-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

NA

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, May 21, 2012

Updated Tuesday, December 11, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NYS ELA assessment Grades 3-5, NYS Math assessment Grades 3-5
6-12	(d) measures used by district for teacher evaluation	NYS ELA assessment Grades 6-8, NYS Math assessemnt Grades 6-8, Living Environment Regents, Algebra I Regents, Global and Geography History Regents, English Regents, and US History Regents Exams

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the elementary principal, NYS testing data will be used for determining the local 15% VAM portion of the overall composite HEDI score. An average of the percentage of students proficient in the 2012-13 school year in relation to the percentage of students proficient obtained from the 2011-12 school year, at levels 3 and 4 will be calculated using the ELA 3-5, Math 3-5 scores.</p> <p>For the secondary principal, NYS testing data will be used for determining the local 15% VAM portion of the overall composite HEDI score. An average of the percentage of students proficient in the 2012-13 school year in relation to the percentage of students proficient obtained from the 2011-12 school year, at levels 3 and 4 will be calculated using the ELA 6-8, Math 6-8; and 65 or higher on the Living Environment Regents, Algebra I Regents, Global</p>
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and Geography History Regents, English Regents, and US History Regents Exams. The percent of students proficient of the MS NYS Benchmarks and above named NYS Regents assessments will be added together and divided by 11, compared to the previous year's data thus obtaining an average percentage increase or decrease that will be scored.

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

>5% will be rated Highly Effective per the HEDI scoring band with 5.01 = 14 points, 5.02 or higher = 15 Points

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

±5% will be rated Effective per the HEDI scoring band with - 4% or -5% = 8 points, -3% or -2% = 9 points, -1% or 0%= 10 points, 1% = 11 points, 2% or 3% = to 12, 4% or 5% = to 13. Points between percentage values will be rounded

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

<-5% to -9.99% will be rated Developing per the HEDI scoring band with -6% and -6.5% = 7 points, -7% = 6 points, -7.5% = 5 points, -8% to -8.5% = 4 points, and -9% to -9.99% = to 3. Points between percentage values will be rounded

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

<-10% will be rated Ineffective per the HEDI scoring band with -10% = 2 points, -11% = 1 point, and <-12% or more will be scored a 0. Points between percentage values will be rounded

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.

(No response)

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

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. NA

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

NA

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.

NA

8.5) Assurances

Please check all of the boxes below:

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

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

9. Other Measures of Effectiveness (Principals)

Created Monday, May 21, 2012

Updated Wednesday, December 12, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(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.

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.*
- B. The principal practice rubric will be used to assign 60 points of the total sixty points for Other Measures.*
- C. The total number of assigned points shall be allocated to the domains/standards based on the evidence observed in each component in the domain as follows:*
- Domain 1-Shared Vision of Learning: 10 points*
 - Domain 2-School Culture and Instructional Program: 15 points*
 - Domain 3-Safe, Efficient, Effective Learning Environment: 15 points*
 - Domain 4-Community: 5 points*
 - Domain 5-Integrity, Fairness, and Ethics: 10 points*
 - Domain 6-Political, Social, Economic, Legal and Cultural Context: 5 points*
- D. The Superintendent shall meet with principals as a group prior to the opening of school to discuss and share with the principals examples of evidence for each rating of each domain in the Rubric in accordance with the State issued Standards in E. of this section, and the Superintendent shall provide to each principal by September 30th of each school year a written description of examples of evidence for each rating of each domain in the Rubric.*
- E. The following will be used in determining HEDI for Other Measures and the use of the Multidimensional Rubric.*
- Standards for Rating Categories Other Measures of Effectiveness*
(Teacher and Leader Standards)
- Highly Effective Overall performance and results exceed standards.*
- Effective Overall performance and results meet standards.*
- Developing Overall performance and results need improvement in order to meet standards.*
- Ineffective Overall performance and results do not meet standards.*
- F. See below "Multidimensional Rubric Domain Scoring Bands" which outlines the number of points to be assigned to the principal's Other Measures component of APPR by the Superintendent. The Superintendent shall assign a point value for each Domain based on the evidence observed in each component. The six domains will be totaled for a final rubric score out of 60 points. See attached "Multidimensional Overall Principal Scoring Conversion Chart" which presents the APPR composite score based on the total number of points earned on the Multidimensional Rubric. In addition, the HEDI rating is presented based on the composite score converted from the total number of points earned on the Multidimensional Rubric.*

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/5143/131732-pMADJ4gk6R/clarity2Multidimensional Overall Principal Scoring Conversion Chart.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	As per the Conversion Chart, Domain scores will be added from the Multidimensional Rubric score based on the score within each Domain. A rating of highly effective will be obtained with a raw score of 54-56 = 59 overall, and 57-60= 60
Effective: Overall performance and results meet standards.	As per the Conversion Chart, Domain scores will be added from the Multidimensional Rubric score based on the score within each Domain. A rating of effective will be obtained with a raw score of 41-46=57 overall, and 47-53= 58 overall
Developing: Overall performance and results need improvement in order to meet standards.	As per the Conversion Chart, Domain scores will be added from the Multidimensional Rubric score based on the score within each Domain. A rating of developing will be obtained with a raw score of 18-40=50-56 overall (see chart for specific rating assignments)
Ineffective: Overall performance and results do not meet standards.	As per the Conversion Chart, Domain scores will be added from the Multidimensional Rubric score based on the score within each Domain. A rating of ineffective will be obtained with a raw score of 0-17=0-49 overall (see chart for specific rating assignments)

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

Tenured Principals

By supervisor	2
By trained administrator	0

By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Monday, May 21, 2012

Updated Monday, December 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, May 21, 2012

Updated Tuesday, December 11, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/131734-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN.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:

Appeals Process

A. Appeals are limited to those identified by Education Law §3012-c, as follows:

- 1. The substance of the annual professional performance review;*
- 2. The school district's adherence to the standards and methodologies required for such reviews;*
- 3. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- 4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or*

improvement plans; and

5. The school district's issuance and/or implementation of the terms of the principal improvement plan.

B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective, developing, or any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective or any rating tied to compensation. Regardless of the outcome of a non-tenured principal appeal, an appeal does not limit or impinge upon the District's right to deny tenure or terminate for reasons other than performance consistent with Education Law and/or Commissioner's Regulations.

C. A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

D. The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

E. All appeals shall be filed in writing and submitted to the Superintendent's Office with receipt provided by the Superintendent's Office.

F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.

G. If a principal is challenging the appropriateness of a principal improvement plan based on the rating(s) deemed to be below standard, appeals must be filed with fifteen (15) business days of the rating and issuance of such plan.

H. During the implementation of an improvement plan, an appeal may commence based upon the failure of the district to implement any component of the plan due to non-conformity with implementation timelines and/or other required provisions. An appeal of this type shall be within fifteen (15) business days of when the plan should have commenced to correct the plan.

I. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

J. Within fifteen (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

K. Within ten (10) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of approved hearing officers, the Superintendent and Association President shall at the beginning of the school year mutually agree upon no less than two and no more than four hearing officers. The hearing officer for a specific appeal hearing will be assigned by mutual agreement. Where there is no mutual agreement a lottery selection will occur from this list. The parties agree that:

a. 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) business days or more than fifteen (15) business days after the hearing officer is selected. The aforementioned timelines may be extended by mutual agreement if the selected hearing officer is not immediately available, but will be completed in a timely and expeditious manner in accordance with Education Law 3012-c.

b. 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.

c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;

d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;

e. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

f. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a district's rating or improvement plan. A sustained appeal will result in a rewritten evaluation as per the hearing officer's judgment. A copy of the decision shall be provided to the principal and the district representative. The aforementioned timelines may be extended by mutual agreement if the selected hearing officer's decision is not immediately available, but will be completed in a timely and expeditious manner in accordance with Education Law 3012-c.

L. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

M. The costs of an appeal will be distributed per the following: if the principal's appeal is sustained, the District will pay for all of the costs associated with the appeals process and if the District is sustained in the appeal process, the costs will be shared between the

District and the HASA unit. The associated costs of the hearing officer and the appeals process will not exceed \$500 in total.

N. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

O. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) The New York State Teaching Standards, and their related elements and performance indicators.*
- (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;*
- (4) Application and use of the teacher rubric, including training on the effective application of the rubric to observe a teacher's practice;*
- (5) Application and use of any assessment tools that the District utilizes to evaluate its classroom teachers, including but not limited to, professional growth goals and school improvement goals, etc.;*
- (6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;*
- (7) Use of the Statewide Instructional Reporting System;*
- (8) The scoring methodology, 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 overall rating and their subcomponent ratings; and*
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities.*

Any evaluator who participate in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and /or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team and District Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

Administrators will also complete the TEACHSCAPE Proficiency System on-line professional development module. The fifteen hour module will serve as evidence of training of lead evaluators. This will insure inter-rater reliability. The evidence will be used to support Board of Education certification of Lead Evaluators.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, May 21, 2012

Updated Thursday, December 13, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/131735-3Uqgn5g9Iu/HCS District Certification Form 2012 Resubmit.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.

State Growth Conversion Chart

Teachers that don't receive a State Growth Percentile Score

SLO Targets can be set based on HEDI Range

HIGHLY EFFECTIVE 85% to 100% Meet the Target			EFFECTIVE 75% to 84% Meet the Target									DEVELOPING 65% to 74% Meet the Target					INEFFECTIVE 0 to 64% Meet the Target			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96% to 100%	91% to 95%	85% to 90%	83% to 84%	82%	81%	80%	79%	78%	77%	76%	75%	73% to 74%	71% to 72%	69% to 70%	67% to 68%	66%	65%	50% to 64%	43% to 49%	0 - 42%

20 % Local Measure	
Percentage Students Achieving Level 3 or 4 or 65 or greater	20 Point Conversion
0	0
1-4%	1
5-9%	2
10-14%	3
15-19%	4
20-24%	5
25-29%	6
30-34%	7
35-39%	8
40-44%	9
45-49%	10
50-54%	11
55-59%	12
60-64%	13
65-69%	14
70-74%	15
75-79%	16
80-84%	17
85-89%	18
90-94%	19
95-100%	20

Percentage Students Achieving Levels 3 or 4 and 65 or greater	15 Point Conversion
0%	0
1-4%	1
5-9%	2
10-14%	3
15-21%	4
22-27%	5
28-34%	6
35-39%	7
40-45%	8
46-51%	9
52-57%	10
58-67%	11
68-75%	12
76-84%	13
85-92%	14
93-100%	15

20 % Local Measure	
Percentage Students Achieving Level 3 or 4 or 65 or greater	20 Point Conversion
0	0
1-4%	1
5-9%	2
10-14%	3
15-19%	4
20-24%	5
25-29%	6
30-34%	7
35-39%	8
40-44%	9
45-49%	10
50-54%	11
55-59%	12
60-64%	13
65-69%	14
70-74%	15
75-79%	16
80-84%	17
85-89%	18
90-94%	19
95-100%	20

Percentage Students Achieving Levels 3 or 4 and 65 or greater	15 Point Conversion
0%	0
1-4%	1
5-9%	2
10-14%	3
15-21%	4
22-27%	5
28-34%	6
35-39%	7
40-45%	8
46-51%	9
52-57%	10
58-67%	11
68-75%	12
76-84%	13
85-92%	14
93-100%	15

Other Measures 60% - Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	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

Total Average Rubric Score	Category	Conversion score for composite
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

Multidimensional Rubric Domain Scoring Bands

Domain	Total Possible	Ineffective	Developing	Effective	Highly Effective
1	10	0-6	7	8-9	10
2	15	0-8	9-10	11-13	14-15
3	15	0-8	9-10	11-13	14-15
4	5	0-2	3	4	5
5	10	0-6	7	8-9	10
6	5	0-2	3	4	5

Multidimensional Overall Principal Scoring Conversion Chart

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

HCS APPR – Teacher Improvement Plan

Name of Teacher _____ Evaluation Year _____

Date Issued to Teacher _____

A Teacher Improvement Plan must be provided to teachers who score a Developing or Ineffective on the annual evaluation. The TIP must be provided to the teacher within 10 days from the opening of classes in the school year following the performance/evaluation year.

Identification of the Areas of Improvement

Goals/Objectives:

Timeline for Achieving Improvement

Procedures/Differentiated Activities to Support Improvement Plan:

Evaluation of Improvement Plan:

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Principal Improvement Plan

- A. Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) business days before the start of a school year. The Lead Evaluator for the principal, in conjunction with the principal, shall develop an improvement plan that contains:
1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
 2. Specific improvement goal/outcome statements.
 3. Specific improvement action steps/activities.
 4. A reasonable time line for achieving improvement.
 5. Required and accessible resources.
 6. A formative evaluation process documenting meetings scheduled monthly throughout the year to assess progress. These meetings shall be scheduled by the Lead Evaluator. A written summary of feedback by the Lead Evaluator on progress shall be given within ten (10) business days of each meeting.
 7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
 8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
- B. The Superintendent will schedule a work session with the principal between August 1st and ten (10) days prior to the start of the school year to review and discuss the plan and to consider input from the principal.
- C. The formal, final written summative assessment in A.8 of this section shall be completed and reviewed with the principal by June 1st.

HCS APPR – Principal Improvement Plan

Name of Principal _____ Evaluation Year _____

Date Issued to Principal _____

A Principal Improvement Plan must be provided to Principal who scores a Developing or Ineffective on the annual evaluation. The PIP must be provided to the teacher shall be developed and commenced no later than ten (10) business days before the start of a school year.

Identification of the Areas of Improvement

Goals/Objectives:

Timeline for Achieving Improvement

Specific Action Steps/ Activities to Support Improvement Plans with Suggested Evidence Demonstrating Good Standing:

Evaluation of Improvement Plan:

Superintendent's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

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

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

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

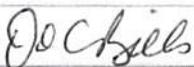
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

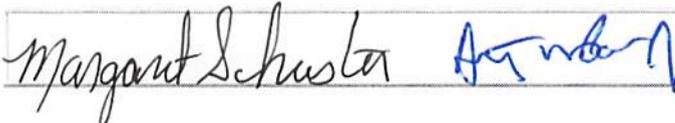
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date: 12/13/12



Teachers Union President Signature: Date: 12/13/12



Administrative Union President Signature: Date: 12/13/12



Board of Education President Signature: Date: 12-13-12

