



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

Commissioner of Education
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November 30, 2012

Doug Wyant, Jr., Superintendent
Hornell City School District
25 Pearl Street
Hornell, NY 14843

Dear Superintendent Wyant:

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: Horst Graefe

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 Wednesday, May 09, 2012

Updated Thursday, November 08, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

571800010000

1.2) School District Name:

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

HORNELL CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, May 11, 2012

Updated Thursday, November 29, 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	State-approved 3rd party assessment	AIMSweb Kindergarten assessment
1	State-approved 3rd party assessment	AIMSweb Grade One assessment
2	State-approved 3rd party assessment	AIMSweb Grade Two 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	Hornell City School District will administer the following AIMSweb benchmark assessments for ELA: Kindergarten
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

- Phoneme Segmentation, Grade One-Nonsense Word Fluency, and Grade Two-R-CBM. Students will be pre-assessed on the critical skill area for their grade level. Teachers will utilize the process outlined by AIMSweb to target an individualized student growth target for all K-2 students. Upon completion of the summative assessment, the teacher and principal will review the student outcomes. The principal will then assign the HEDI points based on the summative assessment data and how it relates to the targeted goal.

For Grade 3 ELA a growth target will be developed by teachers using prior performance and demographic data related to students who have participated in the 3rd Grade State Assessment in prior years alongside the data associated with the incoming cohort to determine an appropriate growth target for the upcoming 3rd Grade State Assessment. Student performance on the 3rd Grade State Assessment as related to the target will be the basis for placing the teacher score in a HEDI rating category.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

96-100% = 20pts.
 91-95% = 19pts.
 86-90% = 18pts.
 86%+of students meet target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

83-85% = 17 pts.
 80-82% = 16pts.
 78-79% = 15pts.
 76-77% = 14pts.
 74-75% = 13pts.
 72-73% = 12pts.
 70-71% = 11pts.
 68-69% = 10 pts.
 65-67% = 9 pts.
 65-85% of students meet target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

62-64% = 8pts.
 59-61% = 7pts.
 54-58% = 6pts.
 47-53% = 5pts.
 39-46% = 4pts.
 31-38% = 3pts.
 31-64% of students meet target.

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

21-30% = 2pts.
 11-20% = 1pts.
 0-10% = 0pts.
 0-30% of students meet target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSweb Kindergarten-M-COMP assessment
1	State-approved 3rd party assessment	AIMSweb Grade One-M-COMP assessment
2	State-approved 3rd party assessment	AIMSweb Grade Two-M-COMP 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.	<p>Hornell City School District will administer AIMSweb M-COMP grade-specific benchmark assessments for math to all K-2 students. Students will be pre-assessed utilizing the M-COMP assessment for their grade level. Teachers will utilize the process outlined by AIMSweb to target an individualized student growth target for all K-2 students. After the growth target goals have been determined, the administrator will observe and provide ongoing support to the teacher including a mid-year conference focused on data. Upon completion of the summative assessment, the teacher and principal will review the student outcomes. The principal will then assign HEDI points based on the summative assessment data and how it relates to the targeted goal.</p> <p>For Grade 3 ELA a growth target will be developed by teachers using prior performance and demographic data related to students who have participated in the 3rd Grade Math State Assessment in prior years alongside the data associated with the incoming cohort to determine an appropriate growth target for the upcoming 3rd Grade State Assessment. Student performance on the 3rd Grade State Assessment as related to the growth target will be the basis for placing the teacher score in a HEDI rating category.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state	21-30% = 2pts. 11-20% = 1pts.

test).

0-10% = 0pts.
0-30% of students meet target

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	N/A
7	District, regional or BOCES-developed assessment	Science Grade 7 - GSTBOCES Developed Seventh Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Grades 7 Science - Students will be given a GSTBOCES Developed Grade 7 Science assessment that will provide baseline data that will assist in the development of an individualized student growth target. After the administrator and teacher engage in the collaboration, possible revision and approval of the growth target, the principal will observe and provide ongoing support to the teacher including a mid-year conference focused on data. Upon completion of the summative assessment, the teacher and principal will review the student outcomes. The principal will then assign the HEDI points based on the summative assessment data and how it relates to the targeted goal.

For Grade 8 Science an growth target will be developed by teachers using prior performance and demographic data related to students who have participated in the Grade 8 Science State Assessment in prior years alongside the data associated with the incoming cohort to determine an appropriate growth target for the upcoming Grade 8 Science State Assessment. Student performance on the Grade 8 Science State Assessment as related to the target will be the basis for placing the teacher score in a HEDI rating category.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

96-100% = 20pts.
91-95% = 19pts.
86-90% = 18pts.
86% + of students meet target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

83-85% = 17 pts.
80-82% = 16pts.
78-79% = 15pts.
76-77% = 14pts.

74-75% = 13pts.
 72-73% = 12pts.
 70-71% = 11pts.
 68-69% = 10 pts.
 65-67% = 9 pts.
 65-85% of students meet target

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

62-64% = 8pts.
 59-61% = 7pts.
 54-58% = 6pts.
 47-53% = 5pts.
 39-46% = 4pts.
 31-38% = 3pts.
 31-64% of students meet target

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

21-30% = 2pts.
 11-20% = 1pts.
 0-10% = 0pts.
 0-30% of students meet target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	N/A
7	District, regional or BOCES-developed assessment	Hornell CSD Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Hornell CSD 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.

Grades 7 and 8 Social Studies - Students will be given a Hornell CSD developed pre-assessment that will provide baseline data that will assist in the development of an individualized student growth target. After the administrator and teacher engage in the collaboration, possible revision and approval of the growth target, the principal will observe and provide ongoing support to the teacher including a mid-year conference focused on data. Upon completion of the summative assessment, the teacher and principal will review the student outcomes. The principal will then assign the HEDI points based on the summative assessment data and how it relates to the targeted goal.

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

96-100% = 20pts.
 91-95% = 19pts.
 86-90% = 18pts.
 86%+ students meet target

Effective (9 - 17 points) Results meet District goals for similar students.	83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	21-30% = 2pts. 11-20% = 1pts. 0-10% = 0pts. 0-30% of students meet target

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	GST 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.	Global 1- Students will be given a GSTBOCES regionally-developed pre-assessment that will provide baseline data that will assist in the development of an individualized student growth target. After the administrator and teacher engage in collaboration, possible revision and approval of the growth target, the principal will observe and provide ongoing support to the teacher including a mid-year conference focused on data. Upon completion of the summative assessment, the teacher and principal will
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review the student outcomes. The principal will then assign the HEDI points based on the summative assessment data and how it relates to the targeted goal.

Global 2 and US History - A growth target will be developed by teachers using prior performance and demographic data related to students who have taken the Global Regents and the US History Regents State in prior years alongside the data associated with the incoming cohort to determine an appropriate growth target for the upcoming Regents exam. Student performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.

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

96-100% = 20pts.
91-95% = 19pts.
86-90% = 18pts.
86%+ of students meet target

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

83-85% = 17 pts.
80-82% = 16pts.
78-79% = 15pts.
76-77% = 14pts.
74-75% = 13pts.
72-73% = 12pts.
70-71% = 11pts.
68-69% = 10 pts.
65-67% = 9 pts.
65-85% of students meet target

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

62-64% = 8pts.
59-61% = 7pts.
54-58% = 6pts.
47-53% = 5pts.
39-46% = 4pts.
31-38% = 3pts.
31-64% of students meet target

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

21-30% = 2pts.
11-20% = 1pts.
0-10% = 0pts.
0-30% of students meet target

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A growth target will be developed by teachers using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate growth target for the upcoming Regents exam. Student performance on the Regents exam as related to the growth target will be the basis for placing the teacher score in a HEDI rating category.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students will meet target
Effective (9 - 17 points) Results meet District goals for similar students.	83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	21-30% = 2pts. 11-20% = 1pts. 0-10% = 0pts. 0-30% of students meet target

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A growth target will be developed by teachers using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate growth target for the upcoming Regents exam. Student performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	21-30% = 2pts. 11-20% = 1pts. 0-10% = 0pts. 0-30% of students meet target

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	GST BOCES Developed 9th Grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hornell CSD Developed 10th Grade ELA assessment
Grade 11 ELA	Regents assessment	NYS ELA Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

English 9 students will be given a GSTBOCES developed pre-assessment that will provide baseline data that will assist in the development of a growth target. After the administrator and teacher engage in the collaboration, possible revision and approval of the growth target, the principal will observe and provide ongoing support to the teacher including a mid-year conference focused on data. Upon completion of the summative assessment, the teacher and principal will review the student outcomes. The principal will then assign the HEDI points based on the summative assessment data and how it relates to the targeted goal.

English 10 students will be given a Hornell CSD developed pre-assessment that will provide baseline data that will assist in the development of a growth target. After the administrator and teacher engage in the collaboration, possible revision and approval of the growth target, the principal will observe and provide ongoing support to the teacher including a mid-year conference focused on data. Upon completion of the summative assessment, the teacher and principal will review the student outcomes. The principal will then assign the HEDI points based on the summative assessment data and how it relates to the targeted goal.

English 11 growth target will be developed by teachers using prior performance and demographic data related to students who have taken the English 11 Regents in prior years alongside the data associated with the incoming cohort to determine an appropriate growth target for the upcoming Regents exam. Student performance on the Regents exam as related to the growth target will be the basis for placing the teacher score in a HEDI rating category.

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

96-100% = 20pts.
 91-95% = 19pts.
 86-90% = 18pts.
 86%+ of students meet target

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

83-85% = 17 pts.
 80-82% = 16pts.
 78-79% = 15pts.
 76-77% = 14pts.
 74-75% = 13pts.
 72-73% = 12pts.
 70-71% = 11pts.
 68-69% = 10 pts.
 65-67% = 9 pts.
 65-85% of students meet target

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

62-64% = 8pts.
 59-61% = 7pts.
 54-58% = 6pts.
 47-53% = 5pts.
 39-46% = 4pts.
 31-38% = 3pts.
 31-64% of students meet target

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

21-30% = 2pts.
 11-20% = 1pts.
 0-10% = 0pts.
 0-30% of students meet target

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
General Music Primary/Intermediate Levels	District, Regional or BOCES-developed	GSTBOCES Developed General Music Primary/Intermediate Level assessments
Economics	District, Regional or BOCES-developed	Hornell CSD Developed Economics assessment
Intermediate Art	District, Regional or BOCES-developed	Hornell CSD Developed Intermediate Art Assessment
Forensics	District, Regional or BOCES-developed	Hornell CSD Developed Forensics assessment
Art 7	District, Regional or BOCES-developed	Hornell CSD Developed Art 7 assessment
Studio Art	District, Regional or BOCES-developed	Hornell CSD Developed Studio Art assessment
7/8 Choir	District, Regional or BOCES-developed	GSTBOCES 7/8 Developed Regional Choir assessment
High School Band	District, Regional or BOCES-developed	GST BOCES Developed High School Band assessment
7/8 Band	District, Regional or BOCES-developed	GST BOCES Developed 7/8 Band assessment
Middle School Health	District, Regional or BOCES-developed	Hornell CSD Developed Middle School Health assessment
PE K-12	District, Regional or BOCES-developed	Hornell CSD Developed K-12 grade specific PE assessment
Technology 7	District, Regional or BOCES-developed	Hornell CSD Developed Tech 7 assessment
Technology 8	District, Regional or BOCES-developed	Hornel CSD Developed Tech 8 assessment
Spanish 1	District, Regional or BOCES-developed	GST BOCES Developed Spanish 1 assessment
French 1	District, Regional or BOCES-developed	GST BOCES Developed French 1 assessment
Home Careers 8	District, Regional or BOCES-developed	Hornell CSD Developed H 8th assessment
CFM	District, Regional or BOCES-developed	Hornell CSD Developed CFM assessment
Informational Technology	District, Regional or BOCES-developed	Hornell CSD Developed Informational Technology assessment

Technology 6	District, Regional or BOCES-developed	Hornell CSD Developed Technology Grade 6 assesment
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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.	Students will be given a Hornell CSD or GSTBOCES developed pre-assessment that will provide baseline data that will assist in the development of a growth target. After the administrator and teacher engage in the collaboration, possible revision and approval of the growth target the principal will observe and provide ongoing support to the teacher including a mid-year conference focused on data. Upon completion of the summative assessment, the teacher and principal will review the student outcomes. The principal will then assign the HEDI points based on the summative assessment data and how it relates to the targeted goal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86% + of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	21-30% = 2pts. 11-20% = 1pts. 0-10% = 0pts. 0-30% of students meet target

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/128503-TXEttx9bQW/SLO Development Grid.doc

2.12) Locally Developed Controls

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

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

No Controls

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, June 11, 2012

Updated Wednesday, November 28, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb 4th grade RCBM assessment
5	4) State-approved 3rd party assessments	AIMSWeb 5th grade RCBM assessment
6	4) State-approved 3rd party assessments	AIMSWeb 6th grade R-CBM assessment
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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.	HCS D will administer AIMSWeb grade-specific RCBM assessments in grades 4-6 and the Scholastic Reading Inventory in grades 7/8 to provide baseline data and develop individualized student growth targets that will be set by the teacher and approved by the principal. Students individualized growth target will be determined by utilizing the 3rd party recommended rate of improvement score to set the individualized student growth score.
After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.	
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% = 15 pts. 86-93% = 14 pts. 86%+ of students meet benchmark.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	82-85% = 13 pts. 78-81% = 12 pts. 74-77% = 11 pts. 71-73% = 10 pts. 68-70% = 9 pts. 65-67% = 8 pts. 65-85% of students meet target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	62-64% = 7 pts. 59-61% = 6 pts. 50-58% = 5pts. 41-49% = 4pts. 31-40% = 3pts. 31-64% of students meet target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students meet target.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb 4th grade M-COMP assessment
5	4) State-approved 3rd party assessments	Scholastic Math Inventory

6	4) State-approved 3rd party assessments	Scholastic Math Inventory
7	4) State-approved 3rd party assessments	Scholastic Math Inventory
8	4) State-approved 3rd party assessments	Scholastic Math Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>HCS D will administer AIMSWeb grade-specific M-Comp Grade 4 math assessment and the Scholastic Math Inventory in grades 5-8 to provide baseline data and develop individualized student growth targets that will be set by the teacher and approved by the principal. Students individualized growth target will be determined by utilizing the 3rd party recommended rate of improvement score to set the individualized student growth score.</p> <p>After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>94-100% = 15 pts. 86-93% = 14 pts. 86%+ of students meet target.</p>
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>82-85% = 13 pts. 78-81% = 12 pts. 74-77% = 11 pts. 71-73% = 10 pts. 68-70% = 9 pts. 65-67% = 8 pts. 65-85% of students meet target.</p>
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>62-64% = 7 pts. 59-61% = 6 pts. 50-58% = 5pts. 41-49% = 4pts. 31-40% = 3pts. 31-64% of students meet target.</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students meet target.</p>

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Grade 1 ELA Assessment
2	4) State-approved 3rd party assessments	AIMSweb Grade 2 NWF Assessment
3	4) State-approved 3rd party assessments	AIMSweb 3rd grade R-CBM assessment

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

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

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

Students in grades K-1 ELA will be given a Hornell CSD ELA assessment that will be used to determine student achievement measured through the development of a student achievement target. Teachers teaching K-1 ELA will earn points on the HEDI rating categories based on local achievement targets (LAT). Proficiency will be set as the local achievement target. Proficiency is defined as a score of 80% or higher on a 100-point scale. Teachers of K-1 ELA will be assigned HEDI points by dividing the number of students who meet or exceed their local achievement by the total number of students assigned a local achievement target.

Students who have not mastered the alphabetic principle in grades 2 ELA will be given the AIMSweb NWF assessment that will be used to determine student growth measured through the development of a student growth target. Teachers teaching Grade 2 ELA will earn points on the HEDI rating categories based on individualized growth targets. Students individualized growth target will be determined by utilizing the 3rd party recommended rate of improvement score to set the individualized student growth score. Teachers teaching Grade 2 ELA will earn points on the HEDI rating categories based on the percentage of students who meet their individualized growth target. After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.

HCSD will administer AIMSweb grade-specific RCBM Grade 3 assessment to provide baseline data and develop individualized student growth targets. Students individualized growth target will be determined by utilizing the 3rd party recommended rate of improvement score to set the individualized student growth score. Teachers teaching Grade 3 ELA will earn points on the HEDI rating categories based on the percentage of students who meet their individualized growth target.

After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.

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

96-100% = 20pts.
91-95% = 19pts.
86-90% = 18pts.
86%+ of students meet target

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

83-85% = 17 pts.
80-82% = 16pts.
78-79% = 15pts.
76-77% = 14pts.
74-75% = 13pts.
72-73% = 12pts.
70-71% = 11pts.
68-69% = 10 pts.
65-67% = 9 pts.
65-85% of students meet target.

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

62-64% = 8pts.
59-61% = 7pts.
54-58% = 6pts.
47-53% = 5pts.
39-46% = 4pts.
31-38% = 3pts.
31-64% of students meet target

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

21-30% = 2 pts.
11-20% = 1pt.
0-10% = 0pts.
0-30% of students meet target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Grade 2 Math Assessment
3	4) State-approved 3rd party assessments	AIMSweb M-COMP 3rd grade assessment

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

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

<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>Students in grades K-2 Math will be given a Hornell CSD math assessment that will be used to determine student achievement measured through the development of a student achievement target. Teachers teaching K-2 will earn points on the HEDI rating categories based on local achievement targets (LAT). Proficiency will be set as the local achievement target. Proficiency is defined as a score of 80% or higher on a 100-point scale. Teachers of K-2 Math will be assigned HEDI points by dividing the number of students who meet or exceed their local achievement by the total number of students assigned a local achievement target.</p>
	<p>HCSD will administer AIMSweb third grade RCBM assessment in grade 3 to provide baseline data and develop individualized student growth targets. Students individualized growth target will be determined by utilizing the 3rd party recommended rate of improvement score to set the individualized student growth score. Teachers teaching Grade 3 ELA will earn points on the HEDI rating categories based on the percentage of students who meet their individualized growth score target.</p>
	<p>After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.</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>96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students meet target</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target</p>

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students meet target.
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3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Grade 7 Science Performance Assessment
8	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Grade 8 Science Performance Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

HCS D Grades 7/8 Science Performance assessments will be used to determine student achievement measured through development of a student achievement target set by the teacher and approved by the principal. Teachers teaching 7th and 8th Science will earn points on the HEDI rating categories based on local achievement targets (LAT). Proficiency will be set as the local achievement target. Proficiency is defined as a score of 3 or higher on a 4 point scale. Grade 7 8 Science teachers will earn points on the HEDI rating categories based on the percentage of students who meet their individualized growth score target.

After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students meet target
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Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target.
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Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students meet target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Grade 7 Social Studies DBQ WritingAssessme nt
8	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Grade 8 Social Studies DBQ Writing Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>HCS D Grades 7/8 Social Studies DBQ writing assessments will be utilized to determine student achievement measured by an achievement target set by the teacher and approved by the principal. Grade 7-8 Social Studies teachers will earn points on the HEDI rating categories based on local achievement targets (LAT). Proficiency will be set as the local achievement target. Proficiency is defined as a score of 4 or higher on a 5 point scale. Grade 7-8 Social Studies will earn points on the HEDI rating categories based on the percentage of students who meet the proficiency target.</p> <p>After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students meet target

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students meet target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Global 1 Thematic Writing Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Global 2 Thematic Writing Assessment
American History	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed American History Thematic Writing Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HCS D Grades High School Social Studies Thematic Essay Writing assessments will be used to determine student achievement measured by an achievement target set by the teacher and approved by the principal. High School Social Studies teachers will earn points on the
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HEDI rating categories based on local achievement targets (LAT). Proficiency will be set as the local achievement target. Proficiency is defined as a score of 4 or higher on a 5 point scale. High School Social Studies will earn points on the HEDI rating categories based on the percentage of students who meet the proficiency target.

After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.

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

96-100% = 20pts.
91-95% = 19pts.
86-90% = 18pts.
86%+ of students meet target

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

83-85% = 17 pts.
80-82% = 16pts.
78-79% = 15pts.
76-77% = 14pts.
74-75% = 13pts.
72-73% = 12pts.
70-71% = 11pts.
68-69% = 10 pts.
65-67% = 9 pts.
65-85% of students meet target.

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

62-64% = 8pts.
59-61% = 7pts.
54-58% = 6pts.
47-53% = 5pts.
39-46% = 4pts.
31-38% = 3pts.
31-64% of students meet target

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

21-30% = 2 pts.
11-20% = 1pt.
0-10% = 0pts.
0-30% of students meet target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Living Environment Writing/Performance Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Earth Science Writing/Performance Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Chemistry Writing/Performance Assessment

Physics	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Physics Writing/Performance Assessment
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For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>HCSD High School Science Writing/Performance assessments will be utilized to determine student achievement measured by an achievement target set by the teacher and approved by the principal. High School Science teachers will earn points on the HEDI rating categories based on local achievement targets (LAT). Proficiency will be set as the local achievement target. Proficiency is defined as a score of 4 or higher on a 5 point scale. High School Science will earn points on the HEDI rating categories based on the percentage of students who meet the proficiency target.</p> <p>After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students meet target</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target.</p>
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students meet target.</p>

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Honell CSD Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Algebra 2 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>HCSD High School Math assessments will be utilized to determine student achievement measured by an achievement target set by the teacher and approved by the principal. High School Math teachers will earn points on the HEDI rating categories based on local achievement targets (LAT). Proficiency will be set as the local achievement target. Proficiency is defined as 65% of the students reaching proficiency. High School Math teachers will earn points on the HEDI rating categories based on the percentage of students who meet the proficiency target.</p> <p>After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal. After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students meet target</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts.</p>

	68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students meet target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Grade 9 ELA Writing Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Hornell CSD Grade 10 Developed ELA Writing Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Hornell CSD Developed Grade 11 ELA Writing Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>HCSD High School ELA Writing assessments will be utilized to determine student achievement measured by an achievement target set by the teacher and approved by the principal. High School ELA teachers will earn points on the HEDI rating categories based on local achievement targets (LAT). Proficiency will be set as the local achievement target. Proficiency is defined as a score of 1.5 or higher on a 2 point scale. High School ELA will earn points on the HEDI rating categories based on the percentage of students who meet the proficiency target.</p> <p>After the administration of the Local Assessment, the</p>
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	teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students meet target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students meet target.

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
Informational Technology	5) District/regional/BOCES-developed	Hornell CSD Developed Informational Technology Keyboarding Assessment
Economics	5) District/regional/BOCES-developed	Hornell CSD Developed Economics Assessment
Intermediate Art	5) District/regional/BOCES-developed	Hornell CSD Developed Intermediate Performance Assessment
Forensics	5) District/regional/BOCES-developed	Hornell CSD Developed Forensics 9-12 Assessment
Art 7	5) District/regional/BOCES-developed	Hornell CSD Developed Art 7 Performance Assessment
Studio Art	5) District/regional/BOCES-developed	Hornell CSD Developed Studio Art 9-12 Performance Assessment

7/8 Choir	5) District/regional/BOCES–develop ed	Hornell CSD Developed 7/8 Choir Performance Assessment
High School Band	5) District/regional/BOCES–develop ed	Hornell CSD Developed High School Band 9-12 Performance Assessment
Middle School Health	5) District/regional/BOCES–develop ed	Hornell CSD Developed Middle School Health Grade 8 Essential Skill Assessment
PE K-12	5) District/regional/BOCES–develop ed	Hornell CSD Developed PE K-12 grade-specific Fitness Assessment
Technology 7	5) District/regional/BOCES–develop ed	Hornell CSD Developed Technology 7 Essential Skills Assessment
Technology 8	5) District/regional/BOCES–develop ed	Hornell CSD Developed Technology 8 Performance Assessment
Spanish 1	5) District/regional/BOCES–develop ed	Hornell CSD Developed Grade 8 Spanish 1 Speaking Assessment
7/8 Band	5) District/regional/BOCES–develop ed	Hornell CSD Developed 7/8 Band Performance Assessment
French 1	5) District/regional/BOCES–develop ed	Hornell CSD Developed Grade 8 French 1 Speaking Assessment
Home Careers	5) District/regional/BOCES–develop ed	Hornell CSD Developed Grade 8 Home Careers Assessment
CFM	5) District/regional/BOCES–develop ed	Hornell CSD Developed High School CFM Essential Skills Assessment
Technology 6	5) District/regional/BOCES–develop ed	Hornell CSD Developed Technology 6 Essential Skills Assessment
Elementary/Interme diate Music	5) District/regional/BOCES–develop ed	Hornell CSD Developed Elementary/Intermediate K-6 Music Essential Skills Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	Student achievement in all other courses in Hornell CSD will be measured by an achievement target set by the teacher and approved by the principal. Teachers of these
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<p>graphic at 3.13, below.</p>	<p>courses will earn points on the HEDI rating categories based on local achievement targets (LAT). Proficiency will be set as the local achievement target. Proficiency is defined in different ways depending on the course. Proficiency can be measured through a pre-determined percent of students at proficiency, percent at mastery or through the use of a performance-based rubric. Teachers will earn points on the HEDI rating categories based on the percentage of students who meet the proficiency target designated for a specific course.</p> <p>After the administration of the Local Assessment, the teacher and principal will review the outcome data and the principal will assign the HEDI points based on the percentage of students that met the target goal.</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>96-100% = 20pts. 91-95% = 19pts. 86-90% = 18pts. 86%+ of students meet target</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students meet target.</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.

(No response)

3.14) Locally Developed Controls

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

No Controls.

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.

If educators have more than one locally selected measure, those measures will be combined into one HEDI rating and score for the locally selected measure subcomponent. The locally selected measures will each earn a score from 0-20 or 0-15 points which the District will weight proportionately based on the number of students taking each locally-selected measure. We will always round to the nearest whole number, greater or = .5 rounds up and less than .5 rounds down.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, June 21, 2012

Updated Thursday, November 29, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Marzano's Causal Teacher Evaluation Model

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
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	24

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.

Probationary teachers will receive three formal classroom observations and one informal observation where the 60 elements aligned with Classroom Strategies and Behaviors associated with the Marzano Rubric will be evaluated. Tenured teachers will receive 1 formal classroom and 1 informal observation where the 60 elements aligned with Classroom Strategies and Behaviors associated with the Marzano Rubric will be evaluated with at least one being unannounced. The Clinical Supervision model of Pre-Conference, Observation, Post-Conference will be the structure used in conducting formal classroom observations. All 60 elements will be assigned a level of performance from ineffective, developing, effective or highly effective. Out of the 60 elements, 20 elements have been designated as district focus areas based on teacher and District needs. Each element will be worth 3pts. The principal or other trained evaluator will score 12 elements out of the 20 designated elements through classroom observations. (Elements: 1,2,6,7,9,13,14,15,18,19,21,22). The remaining 8 elements out of the 20 designated elements will be scored by the teacher and

supported through teacher evidence. The score for these 8 elements will be negotiated by the teacher and building administrator (Elements: 24,36,41,46,49,53,56,59). The remaining 40 elements will receive a level of performance based on principal walkthroughs and teacher provided evidence that will be stored utilizing iObservation.

The principal and/or other trained administrator will conduct regular walk throughs to focus on designated elements within the rubric that is agreed upon by the principal and teacher. In addition, the principal and teacher will designate a time for the teacher to share evidence that supports the implementation of designated elements that are not directly observable. Teachers will have an opportunity to rate themselves on these designated elements and provide the administrator evidence to support their self-rating score. A point value will be determined by the principal for these designated elements after discussions with the teacher.

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/5091/144607-eka9yMJ855/Other Measure of EffectivenessGrid.doc

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.

Teacher scores will be calculated using the 3 points available for each of the 20 elements designated to be the District focus areas. The Marzano scale of teacher performance will be assigned the following points:
Not Using/Beginning = Ineffective= 0 pt.
Developing = 1 pts.
Effective = 2 pts.
Highly Effective = 3 pts.
Probationary Teachers will be evaluated through 3 formal classroom observation, 1 informal observation, evidence review and classroom walk throughs and transposed to the HEDI rating below with a rating of Highly Effective being 57-60 points.

Tenured teachers will be evaluated through 1 formal classroom observation, 1 informal observation, evidence review and classroom walk throughs and transposed to the HEDI rating below with a rating of Highly Effective being 57-60 points.

Effective: Overall performance and results meet NYS Teaching Standards.

Teacher scores will be calculated using the 3 points available for each of the 20 elements designated to be the District focus areas. The Marzano scale of teacher performance will be assigned the following points:
Not Using/Beginning = Ineffective= 0 pt.
Developing = 1 pts.
Effective = 2 pts.
Highly Effective = 3 pts.
Probationary Teachers will be evaluated through 3 formal classroom observation, 1 informal observation, evidence review and classroom walk throughs and transposed to the HEDI rating below with a rating of Effective being 36-56 points.

Tenured teachers will be evaluated through 1 formal classroom observation, 1 informal observation, evidence review and classroom walk throughs and transposed to

the HEDI rating below with a rating of Effective being 36-56 points.

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

Teacher scores will be calculated using the 3 points available for each of the 20 elements designated to be the District focus areas. The Marzano scale of teacher performance will be assigned the following points:
Not Using/Beginning = Ineffective= 0 pt.
Developing = 1 pts.
Effective = 2 pts.
Highly Effective = 3 pts.
Probationary Teachers will be evaluated through 3 formal classroom observation, 1 informal observation, evidence review and classroom walk throughs and transposed to the HEDI rating below with a rating of Developing being 21-35 points.

Tenured teachers will be evaluated through 1 formal classroom observation, 1 informal observation, evidence review and classroom walk throughs and transposed to the HEDI rating below with a rating of Developing being 21-35 points.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

Teacher scores will be calculated using the 3 points available for each of the 20 elements designated to be the District focus areas. The Marzano scale of teacher performance will be assigned the following points:
Not Using/Beginning = Ineffective= 0 pt.
Developing = 1 pts.
Effective = 2 pts.
Highly Effective = 3 pts.
Probationary Teachers will be evaluated through 3 formal classroom observation, 1 informal observation, evidence review and classroom walk throughs and transposed to the HEDI rating below with a rating of Ineffective being 0-20 points.

Tenured teachers will be evaluated through 1 formal classroom observation, 1 informal observation, evidence review and classroom walk throughs and transposed to the HEDI rating below with a rating of Ineffective being 0-20 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	36-56
Developing	21-35
Ineffective	0-20

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	1
Informal/Short	1

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, May 24, 2012

Updated Friday, September 21, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	57-60
Effective	36-56
Developing	21-35
Ineffective	0-20

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 Tuesday, June 12, 2012

Updated Thursday, November 08, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/141777-Df0w3Xx5v6/TIP Form 2.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

Only employees who receive a "developing" or "ineffective" overall rating on the Annual Professional Performance Review may process an appeal.

All appeals will be handled in a timely and expeditious manner as prescribed in Education Law §3012-c.

Appeal procedures should limit the scope of appeals under Education Law §3012-c (5)(a) and 30-2.11 of the Rules of the Board of Regents to the following subjects:

- 1. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and 30-2.11 of the Rules of the Board of Regents;*
- 2. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- 3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 4. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.*

Prohibition for More Than One Appeal:

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

Burden of Proof

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeframe for Filing Appeal

All appeals must be submitted in writing on the Evaluation Appeal Forms (Appendix O) no later than 15 calendar days of the date when the teacher receives their annual professional performance review. Prior to filing of an appeal the teacher shall have the option to request a conference, within five (5) business days or a date mutually agreed upon by both parties, of receiving their Annual Professional Review rating, with the District Certified Administrator that completed their evaluation. Such five (5) days are included in the fifteen (15) day timeline for filing an appeal. The conference shall be an informal meeting wherein the authoring administrator and the teacher with optional Union representation, are able to discuss the evaluation procedure and/or substantive content at issue. If the teacher is not satisfied with the outcome he/she may proceed with a formal appeal.

If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

Timeframe for District Response:

Within fifteen (15) calendar days of receipt of an appeal, the District Certified who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district and any and all additional information submitted with the response, at the same time the school district files its response.

Decision-Maker on Appeal:

A decision shall be rendered by the Superintendent of schools except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the Board of Education, shall appoint another person to decide the appeal.

Appeals Decision

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

Specifically:

- The Superintendent is empowered to overturn a section of the evaluation. Said ability to overturn a section of the evaluation does not negate the fact that the evaluation was timely completed.*
- The Superintendent is empowered to overturn the entire evaluation if the evaluation was procedurally flawed.*
- The Superintendent is empowered to overturn a section or the entire evaluation and require a course of action so as to enhance the professional growth of the employee.*
- The Superintendent is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of the employee.*
- The Superintendent is empowered to affirm the evaluation.*

Exclusivity of Section 3012-c Appeal Procedure:

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law. (Appendix P)

6.4) Training and Certification of Lead Evaluators and Evaluators

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

All district administrators have participated in the GST BOCES RTTT Evaluator Training program four-day, 12-hour training that focused on the nine skills (NYS Teaching and Leadership Standards, Evidence-Based Observation Techniques, Application and Use of Student Growth and Value-Added Models, Application and Use of State-Approved Rubric(s), Application and Use of Assessment Tools Used, Application and Use of State-Approved Locally Developed Measures of Student Achievement, Use of the Statewide Instructional Reporting System, The Scoring Methodology Used by the Department and/or Your District, Specific Considerations in Evaluating Teachers and Principals of ELL and SWD, and Work Toward Inter-rater Reliability needed to be considered calibrated.

All administrators will be certified by attending training in, "Building Inter-rater Reliability", by the Marzano Group that takes a deeper look at the observation protocol for the Art and Science of Teaching. This training focuses on building capacity towards inter-rater reliability by taking a deeper look at the observation protocol, stressing the nuances between ;the scale ratings and providing participants with a clearer understanding of how to observe effective instruction. Administrators will identify the intended effect of specific strategies, observe and rate elements in Domain 1. Our administrators will learn how to observe specific elements with the AST framework, distinguish between various levels of the performance scale, provide a rationale for their rating and construct actionable, specific feedback for the teacher.

Each session is comprised of a mini-lesson to address the big idea of the design question of the protocol to help observers identify the intended effect of each teaching strategy, and video practice to provide opportunities to discuss practice and provide experiences to help build inter-rater reliability.

This training will take place in a two-day training. An optimal rater assessment will be provided at the conclusion of the on-site training.

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the GST BOCES RTTT Evaluator Training Program and the Marzano Group in maintaining inter-rater reliability and re-certification on an annual basis.

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, July 02, 2012

Updated Wednesday, November 28, 2012

Page 1

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

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

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

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

9-12
7-8
4-6
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
North Hornell ,K-1	State-approved 3rd party assessment	AIMSWeb ELA Math Benchmark Assessments for Grades K 1
Bryant, Grade 2-3	State assessment	NYS Grade 3 ELA and Math Assessments

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.</p>	<p>Student Learning Objectives will be developed by teachers for North Hornell students using data derived from AIMSWeb benchmark assessments for ELA Math. The target for the student learning objective for K-1 ELA and Math is that 80% of students will meet their individualized target goal. The individualized student goals will be developed by the teacher and approved by the principal utilizing the 3rd party assessments suggested rate of improvement. The SLO for the North Hornell K-1 building will be reviewed and approved by the Superintendent.</p> <p>An SLO will be developed for the Bryant School based on performance data related to Grade 3 students who have taken the NYS Grade 3 ELA and Math assessments in prior years alongside the data associated with the incoming cohort to determine appropriate growth targets that will be determined by the principal and approved by the Superintendent.</p> <p>The North Hornell K-1 and Bryant 2-3 principals will receive HEDI points based on the percentge of students who reach their targeted goals.</p>
<p>Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no</p>	<p>96-100% = 20pts. 91-95% = 19pts.</p>

state test).	86-90% = 18pts. 86%+of students meet the target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	83-85% = 17 pts. 80-82% = 16pts. 78-79% = 15pts. 76-77% = 14pts. 74-75% = 13pts. 72-73% = 12pts. 70-71% = 11pts. 68-69% = 10 pts. 65-67% = 9 pts. 65-85% of students meet the target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	62-64% = 8pts. 59-61% = 7pts. 54-58% = 6pts. 47-53% = 5pts. 39-46% = 4pts. 31-38% = 3pts. 31-64% of students meet the target
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	21-30% = 2pts. 11-20% = 1pts. 0-10% = 0pts. 0-30% of students meet the target

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

No Controls

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, July 30, 2012

Updated Wednesday, November 28, 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
4-6	(a) achievement on State assessments	NYS Grade 4 ELA Assessment
4-6	(a) achievement on State assessments	NYS Grade 5 ELA Assessment
4-6	(a) achievement on State assessments	NYS Grade 6 ELA Assessment
7-8	(a) achievement on State assessments	NYS Grade 7 ELA Assessment
7-8	(a) achievement on State assessments	NYS Grade 8 ELA Assessment
9-12	(d) measures used by district for teacher evaluation	NYS English 11 Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.

In the 4-6 building, an analysis will be conducted by the principal on the past performance levels of students on the NYS ELA assessments in grades 4-6 as well as the level of performance of the current 4-6 grade students. This baseline data will assist the principal in the development of the target that will state the expected level of proficiency for 4-6 students on the ELA 4-6 assessments. Upon the approval of the Superintendent, the percentage of students who reach proficiency on the ELA 4-6 assessments will serve as the basis for the 0-15 HEDI rating for the 4-6 principal.

In the 7-8 building, an analysis will be conducted by the principal on the past performance levels of students on the NYS ELA assessment for grades 7 and 8 as well as the level of performance of the current 7th and 8th grade students. This baseline data will assist the principal in the development of the target that will state the expected level of proficiency for students on the 7 and 8 grade ELA assessments. Upon the approval of the Superintendent, the percentage of students who reach proficiency on the ELA Regents exam will serve as the basis for the 0-15 HEDI rating for the 7-8 principal.

In grades 9 -12, an analysis will be conducted by the principal on the past performance levels of students on the NYS English 11 Regents as well as the level of performance of the current 11th grade students. This baseline data will assist the principal in the development of the target that will state the expected level of proficiency for students on the ELA Regents. Upon the approval of the Superintendent, the percentage of students who reach proficiency on the ELA Regents exam will serve as the basis for the 0-15 HEDI rating for the 9-12 principal.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% = 15 pts. 86-93% = 14 pts. 86%+ of students will meet the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	82-85% = 13 pts. 78-81% = 12 pts. 74-77% = 11 pts. 71-73% = 10 pts. 68-70% = 9 pts. 65-67% = 8 pts. 65-85% of students will meet target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	62-64% = 7 pts. 59-61% = 6 pts. 50-58% = 5pts. 41-49% = 4pts. 31-40% = 3pts. 31-64% of students will meet target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-30% = 2 pts. 11-20% = 1pt. 0-10% = 0pts. 0-30% of students will meet target.

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
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K-1	(d) measures used by district for teacher evaluation	Hornell CSD Developed Kindergarten ELA Assessment
2-3	(d) measures used by district for teacher evaluation	AIMSWeb ELA RCBM Assessment Grade Two

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>An analysis of the number of students scoring on grade level on the District-developed Kindergarten ELA Assessment will be conducted by the principal and approved by the Superintendent. The percentage of the students on grade level for Kindergarten will provide the basis for translation to a 0-20 HEDI score for the principal in the K-1 building.</p> <p>In the Grade 2-3 building, the AIMSWeb RCBM assessment will be administered to Grade 2 students to provide baseline data and develop individualized student growth targets. Utilizing the 3rd party assessments suggested rate of improvement the principal will develop individual student target goals. Upon the approval of the Superintendent, the percentage of students to meet their targeted goal will provide the basis for translation to a 0-20 HEDI score for the principal in the 2-3 building.</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>96-100%=20pts. 91-95%=19pts. 86-90%=18pts. 86%+of students will meet target.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>83-85%=17pts. 80-82%=16pts. 78-79%=15pts. 76-77%=14pts. 74-75%=13pts. 72-73%=12pts. 70-71%=11pts. 68-69%=10pts. 65-67%=9pts. 65-85% of students meet target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>62-64%=8pts. 59-61%=7pts. 54-58%=6pts. 47-53%=5pts. 39-46%=4pts. 31-38%=3pts. 31-64%of students meet target.</p>

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-30%=2pts. 11-20%=1pt. 0-10%=0pts. 0-30% of students meet target.
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If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No Controls

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.

If Administrators have more than one locally selected measure, those measures will be combined into one HEDI rating and score for the locally selected measure subcomponent. The locally selected measures will each earn a score from 0-15 or 0-20 points which the District will weight proportionately based on the number of students taking each locally-selected measure.

8.5) Assurances

Please check all of the boxes below:

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

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

9. Other Measures of Effectiveness (Principals)

Created Monday, July 30, 2012

Updated Thursday, November 29, 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.

McRel Principal Evaluation System

(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.

McRel Principal Evaluation System is composed of three main topics, Purposeful Community, Managing Change and Focus of Leadership. Within each category are responsibilities related to the topic. Purposeful Community has a 7 responsibilities, Managing Change has 7 responsibilities and Focus of Leadership has 7 responsibilities with a total of 21 responsibilities under three topics.

Out of the 21 elements, 9 have been selected (Managing Change: F,G, Focus of Leadership: C,D,E, and Purposeful Community: A,B,D,G) as District focus elements for all members. In addition, 3 other elements will be mutually agreed upon between the Superintendent and the individual principal. Therefore, a total of 12 elements will be assigned to each principal, each worth 5 points for a total of 60pts. All remaining elements will be evaluated with feedback provided.

Probationary principals will receive three school visits by their supervisor where the 21 responsibilities aligned with the McRel Rubric will be evaluated. Tenured principals will receive 2 school visits where the 21 responsibilities aligned with the McRel Rubric will be evaluated. The McRel Rubric assigns level of Not Demonstrating, Developing, Proficient, Accomplished and Distinguished.

These levels will receive the following points:

- Not Demonstrating = 0 pts.*
- Developing = 2pts.*
- Proficient = 3pts.*
- Accomplished = 4pts.*
- Distinguished = 5pts.*

The score for the 3 mutually agreed upon elements will be negotiated between the Superintendent and the individual principal based on the following:

- Not Demonstrating = 0 pts.*
- Developing = 1pts.*
- Proficient = 2pts.*
- Accomplished = 4pts.*
- Distinguished = 5pts.*

The 21 responsibilities will be assigned a level of performance from not demonstrating, developing, proficient, accomplished or distinguished based on school visits and principal provided evidence that will be presented within a portfolio format. Utilizing the point value system above, the principal's supervisor will assign points (0-5pts.) for the 21 designated responsibilities listed on the McRel Rubric. The total number of points earned from the 12 selected responsibilities will be converted to determine a principal's performance as ineffective, developing, effective or highly effective as indicated in the HEDI scale below.

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

(No response)

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

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>All 21 responsibilities of the McRel Rubric will be assigned a level of performance from ineffective, developing, effective or highly effective based on school visits and principal provided evidence that will be presented within a portfolio format. Utilizing the point value system above, the principal's supervisor will assign points (0-5pts.) for the 12 responsibilities listed on the McRel Rubric. The total number of points earned for all 12 designated principal responsibilities will determine a principal's performance as ineffective, developing, effective or highly effective as indicated in the HEDI scale below with Highly Effective scoring from 57-60pts.</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>All 21 responsibilities of the McRel Rubric will be assigned a level of performance from ineffective, developing, effective or highly effective based on school visits and principal provided evidence that will be presented within a portfolio format. Utilizing the point value system above, the principal's supervisor will assign points (0-5pts.) for the 12 designated responsibilities listed on the McRel Rubric. The total number of points earned for all 12 designated responsibilities will determine a principal's performance as ineffective, developing, effective or highly effective as indicated in the HEDI scale below with Effective scoring from 36-56pts.</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>All 21 responsibilities of the McRel Rubric will be assigned a level of performance from ineffective, developing, effective or highly effective based on school visits and principal provided evidence that will be presented within a portfolio format. Utilizing the point value system above, the principal's supervisor will assign points (0-5pts.) for the 12 designated responsibilities selected from the McRel Rubric. The total number of points earned for 12 designated responsibilities will determine a principal's performance as ineffective, developing, effective or highly effective as indicated in the HEDI scale below with Developing scoring from 21-35pts..</p>
<p>Ineffective: Overall performance and results do not meet standards.</p>	<p>All 21 responsibilities of the McRel Rubric will be assigned a level of performance from ineffective, developing, effective or highly effective based on school visits and principal provided evidence that will be presented within a portfolio format. Utilizing the point value system above, the principal's supervisor will assign points (0-5pts.) for the 12 designated responsibilities listed on the McRel Rubric. The total number of points earned for all 12 designated responsibilities will determine a principal's performance as ineffective, developing, effective or highly effective as indicated in the HEDI scale below with Ineffective scoring from 0-20pts..</p>

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
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Effective	36-56
Developing	21-35
Ineffective	0-20

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, July 10, 2012

Updated Wednesday, August 29, 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	57-60
Effective	36-56
Developing	21-35
Ineffective	0-20

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 Tuesday, June 19, 2012

Updated Friday, November 09, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/144078-Df0w3Xx5v6/Principal Improvement Plan.docx](assets/survey-uploads/5276/144078-Df0w3Xx5v6/Principal%20Improvement%20Plan.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:

Pursuant to Education Law section 3012-c(5)(a) and 30-2.11 of the Rules of the Board of Regents, 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 principal improvement plan, as required under Education Law section 3012-c and Subpart 30-2 of the rules of the Board of regents.

The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal. The burden of proof shall be on the appellant to establish by the preponderance of the evidence that the rating given by the lead evaluator was not justified.

All tenured and probationary employees who meet the appeal process criteria may use this appeal process. Said appeal process shall be available to employees to appeal either a procedural error in the evaluation process or appeal a substantive portion of the evaluation.

Only employees who receive a "Developing" or "Ineffective" rating in one or more of the evaluative criteria of an annual professional performance review may process an appeal.

The Principal must inform the Superintendent in writing not later than five (5) workdays of receipt of the evaluation. Said appeal must be submitted to the Superintendent and HPDG President. The Superintendent will meet with the Association President or designee in an effort to informally resolve the appeal within 10 days after receipt of the notice of appeal. If there is no resolution a formal appeal will be submitted to the GST BOCES Superintendent or designee within 5 days after the informal conference. The GST BOCES Superintendent or designee will conduct a formal appeals conference within ten (10) days from the conclusion of the informal conference. A written decision of the appeal shall be rendered no later than fifteen (15) calendar days from the close of the appeal conference. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. A copy of the decision becomes part of the official observation record.

The 3012-c appeal procedure shall constitute the means for initiating, reviewing and resolving any and all challenges to a principal performance review and/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.

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.

Evaluator Training:

- 1. The district will certify and recertify lead evaluators annually as qualified to conduct principal evaluations under 3012-c.*
- 2. The District will provide training to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training program with multiple training dates which will include a minimum of 20 hours in the required components per Section 30-2.9 of the Commissioners Regulations to be held throughout the school year. In addition, a 2-day McRel training will be scheduled to ensure understanding of the McRel rubric as well as ongoing support provided throughout the year.*
- 3. However, observations required by this APPR plan may be conducted immediately and prior to the completion of such training, provided of course, that the administrator performing such evaluations are properly credentialed school administrators for such purpose.*

Inter-Rater Reliability:

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the GST BOCES RTTT Evaluator Training Program and McRel in maintaining inter-rater reliability over time.

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
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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
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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
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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
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12. Joint Certification of APPR Plan

Created Monday, June 11, 2012

Updated Friday, November 30, 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/5581/141619-3Uqgn5g9Iu/APPR_Hornell_Cert_Form_11-30-2012.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.

SLO Development

Task	Activities	Person(s) Responsible	Timeline	In Process/ Completed
Determine courses and sections utilizing the 50% rule	<ul style="list-style-type: none"> • Schedule students and note # of students in each section of a given course by teacher. • Develop student rosters. • Develop master list of teachers and SLO requirements. 	<ul style="list-style-type: none"> • Counselors • Administrators • Director of Curriculum and Instruction 	<ul style="list-style-type: none"> • Complete by end of June/ Mid-July 	Completed
Review data sources	<ul style="list-style-type: none"> • Make relevant data available to teachers to assist in understanding their student's knowledge base upon entering the grade level or course. 	<ul style="list-style-type: none"> • Curriculum Mentors • Administrators • CIO 	<ul style="list-style-type: none"> • July-September 	In Progress
Determine student needs and prioritize standards	<ul style="list-style-type: none"> • Indicate student needs and prioritize standards in Baseline and Learning Content section of the SLO grid. 	<ul style="list-style-type: none"> • Teacher • Administrator 	<ul style="list-style-type: none"> • July-September 	In Progress

	<ul style="list-style-type: none"> Utilize SLO rubric to ensure that the quality of the SLO is acceptable. 			
Develop/Selects Pre-assessment	<ul style="list-style-type: none"> Courses that end in a Regents exam or State assessment will develop a pre-assessment that is a mini-version of the Regents/State exam. This should include the critical components that students need to be successful on the Regents/State exam for a given course of study. District-developed courses that do not end in a State assessment will develop a pre-assessment that includes the key skill areas within the course curriculum. Third party 	<ul style="list-style-type: none"> Teacher/ Teacher teams/ Departments Principal Director of Curriculum and Instruction 	<ul style="list-style-type: none"> July-September 	In Progress

	<p>assessments will be used in grades K-2.</p> <ul style="list-style-type: none"> Regionally-developed assessments for specific courses/classes will be utilized. 			
<p>Administrator/District will conduct quality review of pre-assessments</p>	<ul style="list-style-type: none"> Teachers will complete the development or selection of a pre-assessment for their given course. Pre-assessments will be submitted to the building principal, Director of Curriculum/ Instruction and Superintendent. Pre-assessments will be approved or suggestions will be made for revisions. Pre-assessments must be submitted five days prior to being administered to 	<p>Superintendent Building Principals Teachers Director of Curriculum/Instruction Director of Technology</p>	<p>July 2012- September 24,2012</p>	<p>In Progress</p>

	<p>provide time for administrative review and possible revisions.</p> <ul style="list-style-type: none"> Once approved, pre-assessments will be secured in eDoctrina until the Pre-assessment administration period. 			
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SLO Data Review:

Task	Activities	Person(s) Responsible	Timeline	In Process/ Completed
Gives and Scores Pre-assessment	<ul style="list-style-type: none"> Teachers will administer pre-assessments for their course within the assessment window of September 10- 28, 2012. Teachers will score their own pre-assessments and submit student scores to the building principal. 	<p>Teachers</p> <p>Building Principal</p>	<p>Pre-assessment Administration: September 10-28</p> <p>Assessment scoring and submission of grades: No later than October 2, 2012.</p>	To Be Completed

Develop or Refine SLO	<ul style="list-style-type: none"> After reviewing pre-assessment data, along with baseline data, SLOs will be developed/reviewed and finalized for submission. 	<p>Teachers</p> <p>Building Administrators</p> <p>Director of Curriculum and Instruction</p>	<p>Submission:</p> <p>October 2 -5 2012 -</p>	
Principal/District Administration SLO Approval	<ul style="list-style-type: none"> SLOs will be reviewed and approved by administration. District SLOs will be stored on the District Drive. 	<p>Superintendent</p> <p>Building Administration</p> <p>Director of Curriculum/Instruction</p>	<p>No later than</p> <p>October 15, 2012</p>	

SLO Implementation:

Task	Activities	Person(s) Responsible	Timeline	In Process/ Completed
Uses of Formative Assessments to Tailor Instruction	<ul style="list-style-type: none"> • Opportunities for Professional Development around Formative Assessment will be provided. • Teachers will utilize formative assessment to monitor student progress towards SLO target goal. 	<p style="text-align: center;">Director of Curriculum/Instruction</p> <p style="text-align: center;">Teachers</p>	October-June, 2012	
Ongoing support for Teachers	<ul style="list-style-type: none"> • Administrators will conduct a mid-year/mid-semester data review with all teachers (scheduled for tenure teachers, part of observation for non-tenured teachers) to discuss progress and assist in any way needed. • Curriculum mentors, administrators and the Director of Curriculum/Instruction 	<p style="text-align: center;">Administrators</p> <p style="text-align: center;">Curriculum Mentors</p> <p style="text-align: center;">Director of Curriculum and Instruction</p>	October – June 2012	

	will assist teachers in meeting their individual PD needs by providing PD, coaching and resources to meet specific teacher needs.			
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SLO Results Analysis:

Task	Activities	Person(s) Responsible	Timeline	In Process/ Completed
Administration and Scoring of Summative Assessments (Non-Regents exams)	<ul style="list-style-type: none"> • Teacher teams/departments will work collaboratively with Administration to develop a plan for administering and scoring. • Summative assessments will NOT be administered by the teacher who has vested interest in the results. • Summative/local assessments will be administered during class time between May 27-June 7 • June 10& 11th will be utilized 	<p>Teacher/Teacher Teams</p> <p>Building Principal</p> <p>Director of Curriculum and Instruction</p>	<p>Administration: May 27 – June 7, 2012</p> <p>Scoring: Jr./Sr. High School Dates: June 10& June 11</p> <p>Submission to Building</p>	

	<p>to score the summative assessments.</p> <ul style="list-style-type: none"> Summative assessment scores will be submitted to the Building administrator by the end of the day on June 11, 2012. 		<p>Principal: June 11, 2012</p>	
<p>Principal and Teacher Review and Conference on SLO Outcomes</p>	<ul style="list-style-type: none"> Teacher and Administrator will set a time to review the data and reflect on SLO target goals. Principal assigns HEDI points based on outcomes. Principal and teacher conference on SLO Outcomes 	<p>Teacher</p> <p>Administrator</p>	<p>Before the last day of school.</p>	
<p>Entire staff reflects on process and student outcomes to improve practice</p>	<ul style="list-style-type: none"> Each building administrator will provide a time for staff to reflect and provide feedback on the SLO process and how it impacted student performance. Teacher surveys will be posted on Survey Monkey for individual teacher reflections. 	<p>Administrators</p> <p>Teachers</p>	<p>Before the end of the school year.</p>	

LOCAL ASSESSMENT PROTOCOL

Task	Activities	Person(s) Responsible	Timeline	In Process/ Completed
<p>Develop/Selects Local Assessment</p>	<ul style="list-style-type: none"> • Courses that end in a Regents /State assessment will develop a local assessment that may utilize a portion of the Regents/State exam with a specific sub-group or portion of the assessment. • Courses that do not end in a Regents/State assessment will develop a local assessment .The local assessment will focus on the critical skills taught in a specific curriculum/course of study. This can be demonstrated through a focus on a specific sub-group or portion of the summative assessment. • Third party assessments will be utilized in Grades 3-8 for Math and ELA. 	<ul style="list-style-type: none"> • Teacher/ Teacher teams/ Departments • Principal • Director of Curriculum and Instruction 	<p>July-October 1, 2012</p>	<p>In Progress</p>

	<ul style="list-style-type: none"> Regionally-developed local assessments for specific courses/classes will be utilized. 			
Administrator/District will conduct quality review of local assessments	<ul style="list-style-type: none"> Teachers will complete the development or selection of a local assessment for their given course. Local assessments will be submitted to the building principal, Director of Curriculum/ Instruction and Superintendent. Local assessments will be approved or suggestions will be made for revisions. Once approved, local assessments will be secured in eDoctrina until the administration period. 	<p>Superintendent</p> <p>Building Principals</p> <p>Teachers</p> <p>Director of Curriculum/Instruction</p> <p>Director of Technology</p>	July 2012- September 24,2012	In Progress
Administration and Scoring of Local Assessments	<ul style="list-style-type: none"> Teacher teams/departments will work collaboratively with Administration to develop a plan for administering and scoring the local assessments. Local assessments will NOT 	Teacher/Teacher Teams	Administration: May 27 – June 7, 2012	

	<p>be administered by the teacher who has vested interest in the results.</p> <ul style="list-style-type: none"> Local assessments will be administered during class time between May 27-June 7 June 10 & 11th will be utilized to score the local assessments. Local assessment scores will be submitted to the Building administrator by the end of the day on June 11, 2012. 	<p>Building Principal</p> <p>Director of Curriculum and Instruction</p>	<p>Scoring: June 10 & June 11</p> <p>Submission to Building Principal: June 11, 2012</p>	
<p>Principal and Teacher Review and Conference on Local Outcomes</p>	<ul style="list-style-type: none"> Teacher and Administrator will set a time to review the data and reflect on local assessment data. Principal assigns HEDI points based on outcomes. Principal and teacher conference on the outcome of the local assessment. 	<p>Teacher</p> <p>Administrator</p>	<p>Before the last day of school.</p>	

	supported through teacher evidence. The score for these 8 elements will be negotiated by the teacher and building administrator. (Elements: 24,36,41,46,49,53,56,59)		
Observations of Probationary Teachers	<ul style="list-style-type: none"> • Three formal observations – (Pre-conference, post-conference mandatory) • One Informal Observations (Walk-Throughs – Unannounced) with a possibility of additional walk throughs until all 60 elements have been observed.) • All formal observations will be done in person. 	Building Principal or trained Administrator	Observations timelines will follow HCSD teacher union guidelines.
Observation of Tenured Teachers	<ul style="list-style-type: none"> • One formal observation - Preconference – Optional, post-Conference – Mandatory. • One informal observation - (Walk-Throughs – Unannounced) ,with a possibility of additional walk throughs until all 60 elements have been observed.) • All formal observations will be done in person. 	Building Principal or trained Administrator	Observations timelines will follow HCSD teacher union guidelines.

60-point Scoring Bands	<ul style="list-style-type: none">• Highly Effective 57-60• Effective 36-56• Developing 21-35• Ineffective 0-20		
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IGP Form 2: Individual Growth Plan		Year:	School:
Teacher Name:		Certified Position:	
Professional Growth Goal (Refer to IGP Form 1. Include how the goal will be measured and the documentation needed.)		What Framework for Teaching Domains/ Component(s) are addressed in this IGP:	
Which School and/or District Improvement Goal(s) are addressed by this IGP?:			
Indicators of Success (Describe the anticipated change in student performance if the goal is successfully completed. What evidence will demonstrate that this goal has improved student learning?)			
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)		Timelines (Timeframe that Action Steps/Activities will be completed)	Resources (Staff, Professional Development, or Materials)

I have reviewed the above Individual Growth Plan:

Mentor's Name (if applicable): _____ **Mentor's Signature:** _____

Evaluator's Signature: _____ **Date:** _____

Tenured Teachers: Is this a collaborative plan? yes _____ no _____. If yes, please list the names of the colleagues working on this plan with you:

Hornell City School District

Principal Improvement Plan

Principal: _____ School: _____ Date: _____

Areas in Need of Improvement: _____

Suggestions for Improvement	Support/Actions to be Implemented	Measurable Outcomes	Timeline

Principal Signature

Superintendent Signature

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.

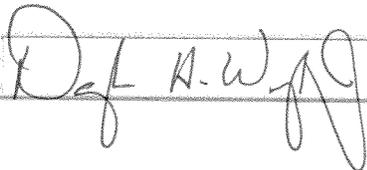
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

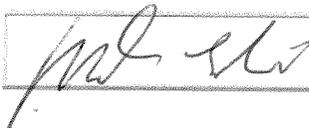
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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:

 11-30-12

Teachers Union President Signature: Date:

 11-30-12

Administrative Union President Signature: Date:

 11-30-12

Board of Education President Signature: Date:

 11-30-12