



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

Commissioner of Education
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January 2, 2013

Luvelle Brown, Superintendent
Ithaca City School District
400 Lake St.
Ithaca, NY 14850

Dear Superintendent Brown:

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: William C. Speck

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 Tuesday, May 08, 2012

Updated Wednesday, November 28, 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 : 610600010000

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

610600010000

1.2) School District Name: ITHACA CITY SD

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

ITHACA 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 Tuesday, May 08, 2012

Updated Wednesday, December 19, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

| | ELA | Assessment |
|---|---|--|
| K | District, regional, or BOCES-developed assessment | ICSD Developed Kindergarten ELA Assessment |
| 1 | District, regional, or BOCES-developed assessment | ICSD Developed 1st Grade ELA Assessment |
| 2 | District, regional, or BOCES-developed assessment | ICSD Developed 2nd Grade ELA Assessment |

| | ELA | Assessment |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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. | See Uploaded Graphic |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See Uploaded Graphic |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See Uploaded Graphic |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See Uploaded Graphic |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See Uploaded Graphic |

2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|---|--|
| K | District, regional, or BOCES-developed assessment | ICSD developed Kindergarten Common Math Assessment |
| 1 | District, regional, or BOCES-developed assessment | ICSD Developed 1st Grade Common Math Assessment |
| 2 | District, regional, or BOCES-developed assessment | ICSD Developed 2nd Grade Common Math Assessment |

| | Math | Assessment |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|----------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See Uploaded Graphic |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See Uploaded Graphic |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See Uploaded Graphic |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See Uploaded Graphic |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See Uploaded Graphic |

2.4) Grades 6-8 Science

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

| | Science | Assessment |
|---|--|---|
| 6 | District, regional or BOCES-developed assessment | ICSD Developed 6th Grade Science Assessment |
| 7 | District, regional or BOCES-developed assessment | ICSD Developed 7th Grade Science Assessment |

| | Science | Assessment |
|---|------------------|------------------------------------|
| 8 | State assessment | 8th Grade State Science Assessment |

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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. | See Uploaded Graphic |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See Uploaded Graphic |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See Uploaded Graphic |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See Uploaded Graphic |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See Uploaded Graphic |

2.5) Grades 6-8 Social Studies

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

| | Social Studies | Assessment |
|---|--|--|
| 6 | District, regional or BOCES-developed assessment | ICSD Developed 6th Grade Social Studies Assessment |
| 7 | District, regional or BOCES-developed assessment | ICSD Developed 7th Grade Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | ICSD Developed 8th Grade Social Studies Assessment |

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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. | See Uploaded Graphic |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Uploaded Graphic |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Uploaded Graphic |

| | |
|--|----------------------|
| Developing (3 - 8 points) Results are below District goals for similar students. | See Uploaded Graphic |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Uploaded Graphic |

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 | ICSD Developed Global Studies 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. | See Uploaded Graphic |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Uploaded Graphic |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Uploaded Graphic |
| Developing (3 - 8 points) Results are below District goals for similar students. | See Uploaded Graphic |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Uploaded Graphic |

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. | See Uploaded Graphic |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Uploaded Graphic |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Uploaded Graphic |
| Developing (3 - 8 points) Results are below District goals for similar students. | See Uploaded Graphic |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Uploaded Graphic |

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. | See Uploaded Graphic |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Uploaded Graphic |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Uploaded Graphic |
| Developing (3 - 8 points) Results are below District goals for similar students. | See Uploaded Graphic |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Uploaded Graphic |

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 |
|-----------------------------|------------|
|-----------------------------|------------|

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/5364/126799-TXEttx9bQW/Part 2 Upload_4.docx

2.12) Locally Developed Controls

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

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

Due to the fact that baseline scores represent a student's current level of academic achievement. It is felt that utilizing a SLO which is utilizes on a growth measure adequately accounts for students below proficiency and no other controls are necessary.

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 Tuesday, May 08, 2012

Updated Thursday, December 20, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally | ICSD Developed ELA 4 Performance Assessment |
| 5 | 6(ii) School wide measure computed locally | ICSD Developed ELA 5 Performance Assessment |

| | | |
|---|--|---|
| 6 | 6(ii) School wide measure computed locally | ICSD Developed ELA 6 Performance Assessment |
| 7 | 6(ii) School wide measure computed locally | ICSD Developed ELA 7 Performance Assessment |
| 8 | 6(ii) School wide measure computed locally | ICSD Developed ELA 8 Performance Assessment |

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

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

| | |
|--|------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | See Uploaded Graphic in 3.13 |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |

3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally | ICSD Developed ELA 4 Performance Assessment |
| 5 | 6(ii) School wide measure computed locally | ICSD Developed ELA 5 Performance Assessment |
| 6 | 6(ii) School wide measure computed locally | ICSD Developed ELA 6 Performance Assessment |
| 7 | 6(ii) School wide measure computed locally | ICSD Developed ELA 7 Performance Assessment |
| 8 | 6(ii) School wide measure computed locally | ICSD Developed ELA 8 Performance Assessment |

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

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

| | |
|--|------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | See Uploaded Graphic in 3.13 |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

be determined locally

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| K | 6(ii) School-wide measure computed locally | ICSD Developed Kindergarten ELA Assessment |
| 1 | 6(ii) School-wide measure computed locally | ICSD Developed 1st Grade ELA Assessment |
| 2 | 6(ii) School-wide measure computed locally | ICSD Developed 2nd Grade ELA Assessment |
| 3 | 6(ii) School-wide measure computed locally | ICSD Developed 3rd Grade ELA Assessment |

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

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

| | |
|---|------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | See Uploaded Graphic in 3.13 |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |

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 | 6(ii) School-wide measure computed locally | ICSD Developd Kindergarten ELA Assessment |
| 1 | 6(ii) School-wide measure computed locally | ICSD Developed 1st Grade ELA Assessment |
| 2 | 6(ii) School-wide measure computed locally | ICSD Developed 2nd Grade ELA Assessment |
| 3 | 6(ii) School-wide measure computed locally | ICSD Developed 3rd Grade ELA Assessment |

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

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

| | |
|---|------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | See Uploaded Graphic in 3.13 |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |

3.6) Grades 6-8 Science

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally | ICSD Developed ELA 6 Performance Assessment |
| 7 | 6(ii) School wide measure computed locally | ICSD Developed ELA 7 Performance Assessment |
| 8 | 6(ii) School wide measure computed locally | ICSD Developed ELA 8 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. | See Uploaded Graphic in 3.13 |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |

3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally | ICSD Developed ELA 6 Performance Assessment |
| 7 | 6(ii) School wide measure computed locally | ICSD Developed ELA 7 Performance Assessment |
| 8 | 6(ii) School wide measure computed locally | ICSD Developed ELA 8 Performance 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. | See Uploaded Graphic in 3.13 |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |

3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------|---|--|
| Global 1 | 6(ii) School wide measure computed locally | ICSD Developed Global Studies Assessment |
| Global 2 | 6(ii) School wide measure computed locally | NYS Regents Exam in Global Studies |
| American History | 6(ii) School wide measure computed locally | NYS Regents Exam in U.S. History |

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

3.9) High School Science

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------------|---|--|
| Living Environment | 6(ii) School wide measure computed locally | NYS Regents Exam in Living Environment |
| Earth Science | 6(ii) School wide measure computed locally | NYS Regents Exam in Earth Science |
| Chemistry | 6(ii) School wide measure computed locally | NYS Regents Exam in Chemistry |
| Physics | 6(ii) School wide measure computed locally | NYS Regents Exam in Physics |

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

3.10) High School Math

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|-----------|---|------------------------------------|
| Algebra 1 | 6(ii) School wide measure computed locally | NYS Regents Exam in Algebra |
| Geometry | 6(ii) School wide measure computed locally | NYS Regents Exam in Geometry |
| Algebra 2 | 6(ii) School wide measure computed locally | NYS Regents Exam in Algebra 2/Trig |

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

3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------|---|---|
| Grade 9 ELA | 6(ii) School wide measure computed locally | ICSD Developed Grade 9 ELA Assessment |
| Grade 10 ELA | 6(ii) School wide measure computed locally | ICSD Developed Grade 10 ELA Assessment |
| Grade 11 ELA | 6(ii) School wide measure computed locally | NYS Regents Exam in Comprehensive English |

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. | See Uploaded Graphic in 3.13 |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Uploaded Graphic in 3.13 |

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

See Uploaded Graphic in 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/126801-y92vNseFa4/Part 3 Upload Revised.docx

3.14) Locally Developed Controls

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

Targets are based on historical data results on specific assessments which we believe provides an accurate basis for the anchor point chosen when developing the HEDI scale. Due to the fact that we are not attempting to control for certain factors such as student demographics, subject area, etc...there is not a need for additional controls or adjustments.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers will receive one locally selected measure score based on the percentage of students scoring at the district defined level of proficiency as an average of all the applicable assessments.

3.16) Assurances

Please check all of the boxes below:

| | |
|--|---------|
| 3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent. | Checked |
| 3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws. | Checked |
| 3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded. | Checked |
| 3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |
| 3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction. | Checked |

| | |
|---|---------|
| 3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent. | Checked |
| 3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district. | Checked |
| 3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing. | Checked |
| 3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. | Checked |

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 08, 2012

Updated Wednesday, December 19, 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.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (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] | 55 |
| 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 | 5 |

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

All teachers have the option of submitting a professional goal that is worth 5pts out of the potential 60 points for this section. For those teachers opting to submit a professional goal, their classroom observations will be based out of the remaining 55 points. For teachers who chose not to submit a professional goal, their classroom observations will be calculated using a 60 point scale. The points awarded for the professional goal will be determined by the evaluator and will be either 5pts for completing the goal or 0 pts. for no progress made towards completion. Furthermore, the lead evaluator shall ensure that each element of each domain will be evaluate at least once annually.

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/5091/126804-eka9yMJ855/Part 4 Other Measures of Effectiveness_1.docx

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

| | |
|---|----------------------|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | See Uploaded Graphic |
| Effective: Overall performance and results meet NYS Teaching Standards. | See Uploaded Graphic |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | See Uploaded Graphic |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | See Uploaded Graphic |

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

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

Independent evaluators

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

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

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

Independent evaluators

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

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, May 08, 2012

Updated Thursday, December 13, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, May 08, 2012

Updated Friday, December 14, 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/5265/126810-Df0w3Xx5v6/Part 6 Upload_1.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

Purpose of Appeal

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.

APPR Subject to Appeal Procedure

Any unit member receiving an APPR rating of either "ineffective" or "developing" may challenge that APPR rating. In accordance with Education Law §3012-c, an APPR which is the subject of a pending appeal shall not be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated discipline procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a) The substance of the Annual Professional Performance Review;*
- b) The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*
- c) The district's failure to comply with either the applicable regulations of the Commissioner of Education or locally negotiated procedures;*
- d) The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.*

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within five (5) school days after the teacher has received the APPR. (Form A-7)

Multiple Appeals

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

Appeals Process

1. Governing Body to Adjudicate the Appeal: The governing body shall be defined as the "Appeal Committee" (hereinafter "Committee"). The Committee make up shall be:

- A. One tenured administrator shall be appointed to the Committee. The tenured administrator appointed shall not be the administrator who authored the evaluation. The tenured administrator appointed to the committee shall be chosen by the Superintendent or his/her designee.*
- B. Two tenured teachers or ITA teacher retirees shall be appointed to the Committee. The tenured teachers appointed to the Committee shall be chosen by the President of the Association or his/her designee.*
- C. The Committee shall reach their finding using the consensus model. If consensus is not reached, the Committee shall write up the opposing viewpoints and submit the opposing viewpoints to the evaluation authoring administrator, the employee, the Association President, and the Superintendent. At this point a secondary level committee made up of two (2) Superintendent appointees and one (1) union appointee shall review the evaluation and position papers and by majority vote determine which of the opposing viewpoints shall be the outcome of the appeal.*

2. Timeline:

- A. The employee must forward the evaluation appeal within five (5) school days of receipt of the evaluation (Form A-7). The said appeal must be submitted in writing to the Superintendent of Schools and the Association President.*
- B. The Superintendent and Association President shall charge the Committee to hold a Conference within five (5) school days of receipt of the appeal.*
- C. The Committee shall issue its findings to the Superintendent, Association President, the employee and the authoring administrator within five (5) school days of the conference.*

D. If the secondary level committee is utilized, this committee will be given five (5) school days to meet and render their decision by majority vote.

E. The district will ensure that the appeals process will be timely and expeditious in compliance with Education Law §3012-c.

3. Conference:

A. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation procedure and/or substantive content at issue.

B. The Committee shall have the right to ask questions of the conference participants and any other relevant participants and have the right to collect any and all information necessary to make an informed decision.

4. Committee Findings:

A. The Committee 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.

B. The Committee is empowered to overturn the entire evaluation if the evaluation was procedurally flawed.

C. The Committee 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.

D. The Committee is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of the employee.

E. The Committee is empowered to affirm the evaluation.

This document is a "living document" and will be reviewed and renegotiated in the spring of 2013 for the following school year (2013-2014).

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Ithaca City School District Administrative Team participated in a year long training program coordinated by our local Network Team during the 2011-2012 school year. New administrators were sent over the summer to be trained by the Network Team. This training was a 14 hour in-session series of workshops including training in over APPR regulations, SLO guidance, and classroom observation utilizing the Danielson Framework. Further work session outside of this time frame were used to develop inter-rater reliability by using videos of classroom instruction and then having multiple administrators collect evidence, categorize, and rate the lesson. The evaluations were then shared among the team and justification for each score was then debated and critiqued. Furthermore, as an Elementary and Secondary team respectively, the administrators participated in multiple walk-throughs of instruction and compared their observation as a on-going leveling procedure. For the upcoming year, we will continue to utilize our Network Team to provide additional training sessions as needed for new administrators, and for re-certification. In addition, we will continue to use Elementary and Secondary level meetings to provide an opportunity for continued leveling of observations.

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 | Checked |
|---|---------|

| | |
|--|---------|
| 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. | |
| 6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later. | Checked |
| 6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions. | Checked |
| 6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process. | Checked |
| 6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal. | Checked |

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 08, 2012

Updated Monday, December 17, 2012

Page 1

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

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

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

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

| |
|---------------|
| PK-5 |
| 6-8 |
| 6-12 |
| 9-12 |
| (No response) |
| (No response) |
| (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

(No response)

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 Tuesday, May 08, 2012

Updated Wednesday, December 19, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|---|
| PK-5 | (d) measures used by district for teacher evaluation | NYS ELA and Math Assessments in grades 3-5 |
| 6-8 | (a) achievement on State assessments | NYS ELA and Math Assessments in grades 6-8 |
| 6-12 | (a) achievement on State assessments | NYS ELA and Math Assessments in grades 6-8 |
| 9-12 | (d) measures used by district for teacher evaluation | Regents Exams in Comprehensive English and Geometry |
| | | |
| | | |
| | | |
| | | |

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

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

(No response)

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

assets/survey-uploads/5366/126811-qBFVOWF7fC/Part 8.1_2.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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

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.

None

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.

Principals will be using the process noted above. No additional locally selected measures will be used at this time.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 08, 2012

Updated Wednesday, December 19, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

| | |
|---|---------------|
| 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.

See Uploaded Document

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

assets/survey-uploads/5143/126812-pMADJ4gk6R/Revised 9.7 document_1.docx

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

| | |
|--|----------------------|
| Highly Effective: Overall performance and results exceed standards. | See Uploaded Graphic |
| Effective: Overall performance and results meet standards. | See Uploaded Graphic |
| Developing: Overall performance and results need improvement in order to meet standards. | See Uploaded Graphic |
| Ineffective: Overall performance and results do not meet standards. | See Uploaded Graphic |

Please provide the locally-negotiated 60 point scoring bands.

| | |
|------------------|-------|
| Highly Effective | 54-60 |
| Effective | 41-53 |
| Developing | 18-40 |
| Ineffective | 0-17 |

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, May 08, 2012

Updated Monday, December 17, 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 | 54-60 |
| Effective | 41-53 |
| Developing | 18-40 |
| Ineffective | 0-17 |

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, May 08, 2012

Updated Monday, December 17, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/126816-Df0w3Xx5v6/Principal Improvement Plan Form.docx](assets/survey-uploads/5276/126816-Df0w3Xx5v6/Principal%20Improvement%20Plan%20Form.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:

VI. Appeals Process

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

1. The substance of the annual professional performance review;

2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;

3. *The adherence to the Commissioner's regulations, as applicable to such reviews;*
 4. *Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
 5. *The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*
- B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective, developing or any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective or any rating tied to compensation.*
- C. A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.*
- D. The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.*
- E. All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.*
- F. An appeal of a performance review must be submitted to the Superintendent and/or his/her designee, no later than fifteen (15) business days from the date when the principal receives their final and complete annual professional performance review.*
- G. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.*
- H. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.*
- I. Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.*
- J. Within five (5) business days of the district's response, a single individual hearing officer shall be selected in alphabetical order from a list of five hearing officers mutually identified at the beginning of the school year by the Superintendent and Association President. The parties agree that:*
- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*
 - b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
 - c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*
 - d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;*
 - e. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*
- K. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.*
- L. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.*
- M. All costs of the appeals process shall be the responsibility of the District.*
- N. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- O. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Ithaca City School District Administrative Team participated in a year long training program coordinated by our local Network Team during the 2011-2012 school year. The topics covered during that training were as follows:

- *Overview of Principal Evaluation Context*
- *Introduction to the ISLLC Standards – Case Study*
- *Introduction to the Multidimensional Principal Performance Rubric*
- *Applying the MPPR*
 - o *Evaluating evidence*
 - o *Scoring Methods for APPR*
- *Goal Setting Process*
- *Evidence Quality*
 - o *School Visits*
 - o *Shadowing Observations*
 - o *Evaluation Planning for Accountability and Support*
 - o *Surveys, Goals, and other evidence*
- *Effective Principal Practice*
 - o *the research base*
 - o *Regents Reform Policy*
 - o *CCLS, DDI, APPR (Teacher/Leader Effectiveness)*
 - o *Principals of English Language Learners and Students With Disabilities*
- *NYS Growth and Value-Added Models for measuring Student Growth on State Assessments*

Time has been provided during administrative team meetings to perform ongoing leveling of administrators on the evaluation process. In addition, the administration is working within a PLC model, continue to make suggestions to procedure and policy that provide the district with rich feedback and an ever improving evaluation process. New members to our team will continue to receive training via our network team prior to conducting evaluations.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

| | |
|--|---------|
| 11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. | Checked |
| 11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. | Checked |

12. Joint Certification of APPR Plan

Created Tuesday, May 08, 2012

Updated Thursday, December 27, 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/5581/126820-3Uqgn5g9Iu/Signatures 2.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.

K-3 ELA HEDI Scale:

HEDI Criteria:

Students will be identified as Well Below Proficient (Level 1), Developing (Level 2), Proficient (Level 3), or Mastery level (Level 4) as determined by the rubric to rate their performance on the locally developed assessment given in September (Pre-Assessment). This will create the baseline data necessary for the calculation of the SLO. Based on the individual student performance on the end of the year assessment, students will be considered to have made the necessary growth or maintained proficiency according to the chart below. The rubric used at the end of the year will be on the same scale as the Pre-Assessment noted above. The percentage of students identified in the SLO population will then be compared to the HEDI scale below to determine the individual points awarded to the teacher.

| K-3 ELA Rubric | | | | |
|-----------------------|-----------------------|------------|------------|---------|
| End of Year | Well Below Proficient | Developing | Proficient | Mastery |
| Baseline | | | | |
| Well Below Proficient | No | Yes | Yes | Yes |
| Developing | No | No | Yes | Yes |
| Proficient | No | No | Yes | Yes |
| Mastery | No | No | Yes | Yes |

| K-3 HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|------|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 99-100 | 97-98 | 93-96 | 90-92 | 89-87 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 65-69 | 63-64 | 56-62 | 49-55 | 42-48 | 35-41 | 28-34 | 21-27 | 14-20 | 7-13 | 0-6 |

K-3 Math HEDI Scale:

HEDI Criteria:

Students will be identified as Well Below Proficient (Level 1), Developing (Level 2), Proficient (Level 3), or Mastery level (Level 4) as determined by the rubric to rate their performance on the locally developed assessment given in September (Pre-Assessment). This will create the baseline data necessary for the calculation of the SLO. Based on the individual student performance on the end of the year assessment, students will be considered to have made the necessary growth or maintained proficiency according to the chart below. The rubric used at the end of the year will be on the same scale as the Pre-Assessment noted above. The percentage of students identified in the SLO population will then be compared to the HEDI scale below to determine the individual points awarded to the teacher.

| K-3 Math Rubric | | | | |
|-----------------------|-----------------------|------------|------------|---------|
| End of Year | Well Below Proficient | Developing | Proficient | Mastery |
| Baseline | | | | |
| Well Below Proficient | No | Yes | Yes | Yes |
| Developing | No | No | Yes | Yes |
| Proficient | No | No | Yes | Yes |
| Mastery | No | No | Yes | Yes |

| K-3 HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|------|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 99-100 | 97-98 | 93-96 | 90-92 | 89-87 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 65-69 | 63-64 | 56-62 | 49-55 | 42-48 | 35-41 | 28-34 | 21-27 | 14-20 | 7-13 | 0-6 |

6-8 Science HEDI Scale:

HEDI Criteria:

Student baseline scores will be calculated by converting their NYS ELA and Math scale scores to a 0-100 scale. These scores will then be averaged together equally to determine the baseline score for each student on a 0-100 scale. The final assessment will yield a 0-100 score for each student. Each student who meets the district minimum growth expectations defined as proficient (85% or higher) on the final assessment or gains a minimum of 10 points or more (growth) from the baseline score will be counted as meeting the target. Teachers will then use the HEDI scale shown below to determine the number of points awarded for this SLO based on the percentage of students reaching their target.

| 6-8 Science HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|------------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-----|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 95-97 | 90-94 | 85-89 | 80-84 | 75-79 | 70-74 | 65-69 | 60-64 | 55-59 | 50-54 | 45-49 | 40-44 | 35-39 | 30-34 | 25-29 | 20-24 | 15-19 | 10-14 | 5-9 | 0-4 |

6-8 Social Studies HEDI Scale:

HEDI Criteria:

Student baseline scores will be determined by the administration of a beginning of the year assessment of foundational skills. This assessment will create a baseline score between 0-100 for each student which will be compared to the E.O.Y assessment. Each student who meets the district minimum growth expectations defined as proficient (85% or higher) or gains a minimum of 10 points or more from the baseline score will be counted as meeting the target. Teachers will then use the HEDI scale shown below to determine the number of points awarded for this SLO based on the percentage of students reaching their target.

| 6-8 Science HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|------------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-----|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 95-97 | 90-94 | 85-89 | 80-84 | 75-79 | 70-74 | 65-69 | 60-64 | 55-59 | 50-54 | 45-49 | 40-44 | 35-39 | 30-34 | 25-29 | 20-24 | 15-19 | 10-14 | 5-9 | 0-4 |

High School Social Studies HEDI Scale:

HEDI Criteria:

Student baseline scores will be determined by the administration of a beginning of the year assessment of foundational skills. This assessment will create a baseline score between 0-100 for each student which will be compared to the E.O.Y assessment. Each student who meets the district minimum growth expectations defined as proficient (65% or higher) or gains a minimum of 10 points or more from the baseline score will be counted as meeting the target. Teachers will then use the HEDI scale shown below to determine the number of points awarded for this SLO based on the percentage of students reaching their target.

| 6-8 Science HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|------------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-----|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 95-97 | 90-94 | 85-89 | 80-84 | 75-79 | 70-74 | 65-69 | 60-64 | 55-59 | 50-54 | 45-49 | 40-44 | 35-39 | 30-34 | 25-29 | 20-24 | 15-19 | 10-14 | 5-9 | 0-4 |

High School Science HEDI Scale:

HEDI Criteria:

Student baseline scores will be determined by the administration of a beginning of the year assessment of foundational skills. This assessment will create a baseline score between 0-100 for each student which will be compared to the E.O.Y assessment. Each student who meets the district minimum growth expectations defined as proficient (65% or higher) or gains a minimum of 10 points or more from the baseline score will be counted as meeting the target. Teachers will then use the HEDI scale shown below to determine the number of points awarded for this SLO based on the percentage of students reaching their target.

| High School Science HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-----|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 95-97 | 90-94 | 85-89 | 80-84 | 75-79 | 70-74 | 65-69 | 60-64 | 55-59 | 50-54 | 45-49 | 40-44 | 35-39 | 30-34 | 25-29 | 20-24 | 15-19 | 10-14 | 5-9 | 0-4 |

High School Math HEDI Scale:

HEDI Criteria:

Student baseline scores will be determined by the administration of a beginning of the year assessment of foundational skills. This assessment will create a baseline score between 0-100 for each student which will be compared to the E.O.Y assessment. Each student who meets the district minimum growth expectations defined as proficient (65% or higher) or gains a minimum of 10 points or more from the baseline score will be counted as meeting the target. Teachers will then use the HEDI scale shown below to determine the number of points awarded for this SLO based on the percentage of students reaching their target.

| High School Science HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-----|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 95-97 | 90-94 | 85-89 | 80-84 | 75-79 | 70-74 | 65-69 | 60-64 | 55-59 | 50-54 | 45-49 | 40-44 | 35-39 | 30-34 | 25-29 | 20-24 | 15-19 | 10-14 | 5-9 | 0-4 |

High School ELA HEDI Scale:

HEDI Criteria:

Student baseline scores will be determined by the administration of a beginning of the year assessment of foundational skills. This assessment will create a baseline score between 0-100 for each student which will be compared to the E.O.Y assessment. Each student who meets the district minimum growth expectations defined as proficient (65% or higher) or gains a minimum of 10 points or more from the baseline score will be counted as meeting the target. Teachers will then use the HEDI scale shown below to determine the number of points awarded for this SLO based on the percentage of students reaching their target.

| High School Science HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-----|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 95-97 | 90-94 | 85-89 | 80-84 | 75-79 | 70-74 | 65-69 | 60-64 | 55-59 | 50-54 | 45-49 | 40-44 | 35-39 | 30-34 | 25-29 | 20-24 | 15-19 | 10-14 | 5-9 | 0-4 |

All Other Elementary Courses HEDI Scale:

HEDI Criteria:

Students will be identified as Well Below Proficient (Level 1), Developing (Level 2), Proficient (Level 3), or Mastery level (Level 4) as determined by the rubric to rate their performance on the locally developed assessment given in September (Pre-Assessment). This will create the baseline data necessary for the calculation of the SLO. Based on the individual student performance on the end of the year assessment, students will be considered to have made the necessary growth or maintained proficiency according to the chart below. The rubric used at the end of the year will be on the same scale as the Pre-Assessment noted above. The percentage of students identified in the SLO population will then be compared to the HEDI scale below to determine the individual points awarded to the teacher.

| Elementary Rubric | | | | |
|---|-----------------------|------------|------------|---------|
| End of Year  | Well Below Proficient | Developing | Proficient | Mastery |
| Baseline  | | | | |
| Well Below Proficient | No | Yes | Yes | Yes |
| Developing | No | No | Yes | Yes |
| Proficient | No | No | Yes | Yes |
| Mastery | No | No | Yes | Yes |

| Elementary HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|-----------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|------|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 99-100 | 97-98 | 93-96 | 90-92 | 89-87 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 65-69 | 63-64 | 56-62 | 49-55 | 42-48 | 35-41 | 28-34 | 21-27 | 14-20 | 7-13 | 0-6 |

All Other Middle Level Courses HEDI Scale:

HEDI Criteria:

Student baseline scores will be determined by the administration of a beginning of the year assessment of foundational skills. This assessment will create a baseline score between 0-100 for each student which will be compared to the E.O.Y assessment. Each student who meets the district minimum growth expectations defined as proficient (85% or higher) or gains a minimum of 10 points or more from the baseline score will be counted as meeting the target. Teachers will then use the HEDI scale shown below to determine the number of points awarded for this SLO based on the percentage of students reaching their target.

| 6-8 HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-----|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 95-97 | 90-94 | 85-89 | 80-84 | 75-79 | 70-74 | 65-69 | 60-64 | 55-59 | 50-54 | 45-49 | 40-44 | 35-39 | 30-34 | 25-29 | 20-24 | 15-19 | 10-14 | 5-9 | 0-4 |

All Other High School Courses HEDI Scale:

HEDI Criteria:

Student baseline scores will be determined by the administration of a beginning of the year assessment of foundational skills. This assessment will create a baseline score between 0-100 for each student which will be compared to the E.O.Y assessment. Each student who meets the district minimum growth expectations defined as proficient (65% or higher) or gains a minimum of 10 points or more from the baseline score will be counted as meeting the target. Teachers will then use the HEDI scale shown below to determine the number of points awarded for this SLO based on the percentage of students reaching their target.

| High School Science HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-----|-----|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 95-97 | 90-94 | 85-89 | 80-84 | 75-79 | 70-74 | 65-69 | 60-64 | 55-59 | 50-54 | 45-49 | 40-44 | 35-39 | 30-34 | 25-29 | 20-24 | 15-19 | 10-14 | 5-9 | 0-4 |

Locally Selected Measure

School-Wide Measure of Achievement:

At the High School Level this score will be based on the percentage of students who meet the district minimum expectations defined as proficient (65% or higher) on the final assessment used in each course/subject. NYS exams will be used where applicable and local assessments have been developed that are rigorous and comparable across classrooms for those areas which lack a state assessment. At the Elementary and Middle level, grades K-8, the schools will use a locally developed ELA assessment founded in the common core and reflective of the content from each subject area. Students will be considered proficient who meet the district minimum expectations defined as 65% or higher or score a Level 3 or 4) on the identified assessments. The results of all applicable assessments from each school will be combined and teachers will be awarded points based on the percentage of students achieving proficiency. The percentage of students scoring at proficiency will be compared to the negotiated HEDI scale below to determine the school-wide locally selected measure composite score to be used for each teacher. Two scales have been provided should the state adopt a value-added measure for the 2012-2013 school year. Historical data was used to guide the development of the HEDI scale and represents what we feel is a fair but rigorous achievement goal.

| Locally Selected Measure 20 pt. HEDI Scale | | | | | | | | | | | | | | | | | | | | |
|--|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|------------|------|---|---|---|-------------|---|---|---|
| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100 | 92-99 | 84-91 | 76-83 | 68-75 | 60-67 | 52-59 | 44-51 | 36-43 | 28-35 | 20-27 | 12-19 | 11 | 9-10 | 8 | 7 | 5 | 4 | 3 | 1 | 0 |

| Locally Selected Measure 15 Pt. HEDI Scale | | | | | | | | | | | | | | | |
|--|-------|-----------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|------|-----|
| Highly Effective | | Effective | | | | | | Developing | | | | | Ineffective | | |
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100 | 90-99 | 80-89 | 70-79 | 60-69 | 55-59 | 49-54 | 44-48 | 38-43 | 33-37 | 27-32 | 22-26 | 16-21 | 11-15 | 5-10 | 0-4 |

SAMPLE CLASSROOM OBSERVATION FORM

| Ithaca Classroom Observation Tool | | | | | | |
|--|--|--------------|-------------------------------------|---------------------------------|----------------------------|--------------------|
| | | Domain Value | Sub-domain (4=HE, 3=E, 2=D, 1=I) | Weighting Applied to HEDI Score | Weighted Sub-domain Scores | Total Domain Score |
| Domain1: Planning and Preparation | | 25 | 0 | 0.00 | | 0.00 |
| | A. Knowledge of Content and Pedagogy | 4.17 | | 0.00 | 0.00 | |
| | B. Knowledge of Students | 4.17 | | 0.00 | 0.00 | |
| | C. Setting Instructional Outcomes | 4.17 | | 0.00 | 0.00 | |
| | D. Knowledge of Resources | 4.17 | | 0.00 | 0.00 | |
| | E. Designing Coherent Instruction | 4.17 | | 0.00 | 0.00 | |
| | F. Designing Student Assessments | 4.17 | | 0.00 | 0.00 | |
| Domain 2: Classroom Environment | | 25 | 0 | 0 | | 0.00 |
| | A. Respect and Rapport | 5.00 | | 0 | 0.00 | |
| | B. Culture for Learning | 5.00 | | 0 | 0.00 | |
| | C. Managing Classroom Procedures | 5.00 | | 0 | 0.00 | |
| | D. Managing Student Behavior | 5.00 | | 0 | 0.00 | |
| | E. Organizing Physical Spaces | 5.00 | | 0 | 0.00 | |
| Domain 3: Instruction | | 30 | 0 | 0 | | 0.00 |
| | A. Communicating with Students | 6.00 | | 0 | 0.00 | |
| | B. Questioning/Prompts and Discussion | 6.00 | | 0 | 0.00 | |
| | C. Engaging Students in Learning | 6.00 | | 0 | 0.00 | |
| | D. Using Assessment in Instruction | 6.00 | | 0 | 0.00 | |
| | E. Using Flexibility and Responsiveness | 6.00 | | 0 | 0.00 | |
| Domain 4: Teaching | | 20 | 0 | 0.00 | | 0.00 |
| | A. Reflecting on Teaching | 3.33 | | 0.00 | 0.00 | |
| | B. Maintaining Accurate Records | 3.33 | | 0.00 | 0.00 | |
| | C. Communicating with Families | 3.33 | | 0.00 | 0.00 | |
| | D. Participating in a Professional Community | 3.33 | | 0.00 | 0.00 | |
| | E. Growing and Developing Professionally | 3.33 | | 0.00 | 0.00 | |
| | F. Showing Professionalism | 3.33 | | 0.00 | 0.00 | |
| | Evaluation Score | 0.00 | 0 | | | |

SAMPLE APPR CALCULATION

| | | Observation 1 | Observation 2 | Observation 3 | | | Score Average | Weighted Average |
|--|---|------------------|------------------|------------------|--|--|------------------|---------------------|
| Domain1: Planning and Preparation | | | | | | | | |
| | A. Knowledge of Content and Pedagogy | 2 | 3 | | | | 2.50 | 0.42 |
| | B. Knowledge of Students | 2 | 3 | | | | 2.50 | 0.42 |
| | C. Setting Instructional Outcomes | 2 | 3 | | | | 2.50 | 0.42 |
| | D. Knowledge of Resources | 2 | 3 | | | | 2.50 | 0.42 |
| | E. Designing Coherent Instruction | 2 | 3 | | | | 2.50 | 0.42 |
| | F. Designing Student Assessments | 2 | 3 | | | | 2.50 | 0.42 |
| | | | | | | | | 2.50 |
| | | | | | | | Total | 0.62 |
| Domain 2: Classroom Environment | | | | | | | | |
| | A. Respect and Rapport | | 3 | 2 | | | 2.50 | 0.50 |
| | B. Culture for Learning | | 3 | 2 | | | 2.50 | 0.50 |
| | C. Managing Classroom Procedures | | 3 | 2 | | | 2.50 | 0.50 |
| | D. Managing Student Behavior | | 3 | 2 | | | 2.50 | 0.50 |
| | E. Organizing Physical Spaces | | 3 | 2 | | | 2.50 | 0.50 |
| | | | | | | | | 2.50 |
| | | | | | | | Total | 0.63 |
| Domain 3: Instruction | | 3 | | 3 | | | | |
| | A. Communicating with Students | 3 | | 3 | | | 3.00 | 0.60 |
| | B. Questioning/Prompts | 3 | | 3 | | | 3.00 | 0.60 |

SAMPLE APPR CALCULATION

| | | | | | | | | |
|--|--|----------------------------|---|---|--|---|----------------|------|
| | and Discussion | | | | | | | |
| | C. Engaging Students in Learning | 3 | | 3 | | | 3.00 | 0.60 |
| | D. Using Assessment in Instruction | 3 | | 3 | | | 3.00 | 0.60 |
| | E. Using Flexibility and Responsiveness | 3 | | 3 | | | 3.00 | 0.60 |
| | | | | | | | | 3.00 |
| | | | | | | | Total | 0.90 |
| Domain 4: Teaching | | | | | | | | |
| | A. Reflecting on Teaching | | 2 | | | | 2.00 | 0.33 |
| | B. Maintaining Accurate Records | | 2 | | | | 2.00 | 0.33 |
| | C. Communicating with Families | | 2 | | | | 2.00 | 0.33 |
| | D. Participating in a Professional Community | | 2 | | | | 2.00 | 0.33 |
| | E. Growing and Developing Professionally | | 2 | | | | 2.00 | 0.33 |
| | F. Showing Professionalism | | 2 | | | | 2.00 | 0.33 |
| | | | | | | | | 2.00 |
| | | | | | | | Total | 0.40 |
| | | | | | | | Average | 2.55 |
| Domain: Other* (Individual Goal Setting) 5pts | | 5 pts. Awarded (Yes/No/NA) | | | | | | |
| | | | | | | | | |
| Total | | | | | | Total if No Personal Goal was set | 57.00 | |
| | | | | | | Total if Personal Goal was set and Points Awarded | 57.00 | |
| | | | | | | Total if Personal Goal was set and no Points Awarded | 52.00 | |

CLASSROOM OBSERVATION POINT CHARTS

| Classroom Observation Ave. | 60 Point Scale | 55 Point Scale | Classroom Observation Ave. | 60 Point Scale | 55 Point Scale |
|----------------------------|----------------|----------------|----------------------------|----------------|----------------|
| 1 | 0.0 | 0.0 | 1.308 | 38.0 | 33.0 |
| 1.008 | 1.0 | 0.0 | 1.317 | 39.0 | 34.0 |
| 1.017 | 2.0 | 0.0 | 1.325 | 40.0 | 35.0 |
| 1.025 | 3.0 | 0.0 | 1.333 | 41.0 | 36.0 |
| 1.033 | 4.0 | 0.0 | 1.342 | 42.0 | 37.0 |
| 1.042 | 5.0 | 0.0 | 1.35 | 43.0 | 38.0 |
| 1.05 | 6.0 | 1.0 | 1.358 | 44.0 | 39.0 |
| 1.058 | 7.0 | 2.0 | 1.367 | 45.0 | 40.0 |
| 1.067 | 8.0 | 3.0 | 1.375 | 46.0 | 41.0 |
| 1.075 | 9.0 | 4.0 | 1.383 | 47.0 | 42.0 |
| 1.083 | 10.0 | 5.0 | 1.392 | 48.0 | 43.0 |
| 1.092 | 11.0 | 6.0 | 1.4 | 49.0 | 44.0 |
| 1.1 | 12.0 | 7.0 | 1.5 | 50.0 | 45.0 |
| 1.108 | 13.0 | 8.0 | 1.6 | 51 | 46 |
| 1.115 | 14.0 | 9.0 | 1.7 | 51 | 46 |
| 1.123 | 15.0 | 10.0 | 1.8 | 52.0 | 47.0 |
| 1.131 | 16.0 | 11.0 | 1.9 | 53.0 | 48.0 |
| 1.138 | 17.0 | 12.0 | 2 | 53.0 | 48.0 |
| 1.146 | 18.0 | 13.0 | 2.1 | 54.0 | 49.0 |
| 1.154 | 19.0 | 14.0 | 2.2 | 55 | 50 |
| 1.162 | 20.0 | 15.0 | 2.3 | 55 | 50 |
| 1.169 | 21.0 | 16.0 | 2.4 | 56.0 | 51.0 |
| 1.177 | 22.0 | 17.0 | 2.5 | 57.0 | 52.0 |
| 1.185 | 23.0 | 18.0 | 2.6 | 57.0 | 52.0 |
| 1.192 | 24.0 | 19.0 | 2.7 | 57.0 | 52.0 |
| 1.2 | 25.0 | 20.0 | 2.8 | 57.0 | 52.0 |
| 1.208 | 26.0 | 21.0 | 2.9 | 57.0 | 52.0 |
| 1.217 | 27.0 | 22.0 | 3 | 58.0 | 53.0 |
| 1.255 | 28.0 | 23.0 | 3.13 | 58.0 | 53.0 |
| 1.233 | 29.0 | 24.0 | 3.2 | 58.0 | 53.0 |
| 1.242 | 30.0 | 25.0 | 3.3 | 58.0 | 53.0 |
| 1.25 | 31.0 | 26.0 | 3.4 | 58.0 | 53.0 |
| 1.258 | 32.0 | 27.0 | 3.5 | 59.0 | 54.0 |
| 1.267 | 33.0 | 28.0 | 3.6 | 59.0 | 54.0 |
| 1.275 | 34.0 | 29.0 | 3.7 | 59.0 | 54.0 |
| 1.283 | 35.0 | 30.0 | 3.8 | 59.0 | 54.0 |
| 1.292 | 36.0 | 31.0 | 3.9 | 60.0 | 55.0 |
| 1.3 | 37.0 | 32.0 | 4 | 60.0 | 55.0 |

CLASSROOM OBSERVATION POINT CHARTS

| Average Score | HEDI |
|---------------|------------------|
| 1.00-1.49 | Ineffective |
| 1.50-1.99 | Developing |
| 2.0-2.49 | Developing |
| 2.50-2.99 | Effective |
| 3.0-3.49 | Effective |
| 3.50-4.00 | Highly Effective |

Teachers have the option to set a professional goal as portion of the Other Effectiveness Measures. This goal setting will be worth 5 points and will be assigned by the evaluator upon review of the evidence submitted for review. The points awarded for this portion are either full credit (5pts. awarded) or no credit (zero points awarded). The chart above will be used to determine full point value awarded for this portion of the APPR, based on the average rating achieved on the total of the classroom observation component.

Ithaca City School District Teacher Improvement Plan (“TIP”)

I. Identification of a teacher in need of the Professional Improvement Plan

A. Eligibility

1. PIP is available to any teacher who needs and will accept supplementary assistance beyond that routinely provided by administrators and peers
2. PIP is for any teacher whose performance has been documented, and for whom administrative support and remediation have been provided and documented for at least one (1) semester.
3. Any teacher experiencing extreme difficulty may be given immediate PIP support. Such support will be given only after the administration has documented the need.

B. Process Preliminary to PIP referral

A teacher will be indentified by a Principal for a PIP only after the following steps have been taken:

1. A teacher may be called to the attention of the Principal for increased supervision and help through one or more of the following:
 - a. A series of formal classroom observations and follow-up discussions
 - b. Self-referral
 - c. A pattern of complaints from parents, students, and/or staff
2. Performance difficulties identified through the classroom observation or inherent in a pattern of complaints must be specifically stated to the teacher by the Principal through on-going documentation and direct communication with the teacher at the time of the occurrence.
3. The Principal will be responsible for developing a plan of remediation with the teacher.
 - a. The Principal must involve the teacher and appropriate supervisor(s) in the development of the plan in order to identify strategies most likely to be successful with the teacher.
 - b. The plan must detail specific skills, problems, and/or behaviors to be addressed.
 - c. The plan must include direct supervision by the Principal and specify other strategies and resources (e.g., counseling, peer, mentor, or administrative assistance, short-term coaching, workshops, in-service, conferences, visitations, required readings, etc...)
 - d. The plan must include a timeline not to exceed twenty weeks in length.
4. The plan and the timeline must be signed by the teacher and the Principal
5. The implementation of the plan and the teacher’s progress must be carefully documented by the Principal.
6. At the mutually-agreed upon time, the teacher must be informed in writing that:
 - a. The performance goals have been met and no further remediation is necessary, or
 - b. The plan is to continue for an additional period of time, or
 - c. A new plan is to be developed and implemented, or
 - d. The teacher is being recommended to Central Administration for an individualized Professional Improvement Plan.

N.B.: “Documenting” means sharing all reports with the teacher.

II. Teacher Improvement Plan (T.I.P.)

A. Implementation

1. A Teacher Improvement Plan will be implemented as a final step in providing assistance to a teacher in serious difficulty.
2. The TIP and timeline for implementation must be developed and signed by the Principal and teacher.
3. The TIP must include the services of a COACH who will be assigned to the teacher to provide direct help in any of the following ways:
 - a. MODELING appropriate teaching strategies and professional behaviors.
 - b. OBSERVING teacher and giving feedback.
 - c. PLANNING with the teacher to develop lesson/work plans, space/time usage and/or appropriate teaching/management strategies such as:
 1. Teacher time on task
 2. Student engagement
 3. Management/discipline
 4. Materials and activities suited to goals
 5. Regular assessment of student progress toward learning goals
 6. Positive interactions with students
 7. Effective communication
 - d. CONFERENCING to give feedback, assess progress, and set direction.
 - e. SUGGESTING, where appropriate, that a teacher seek counseling services for personal problems, negative attitudes, behaviors, etc...
 - f. SHARING ideas and assisting in obtaining resources.

B. Monitoring

1. Monitoring of the TIP is the responsibility of the Principal and Director/Coordinator, who will meet weekly with the teacher and coach to review progress, provide direction, assist in planning, and give feedback.
 - a. The feedback provided by the Principal or Director/Coordinator will be based on formal and informal observations of the teacher's work
 - b. To ensure successful monitoring of a TIP, Principals, Directors and Coordinators must be trained and able to do the following:
 1. Describe and analyze what is happening in a teacher's classroom
 2. Diagnose the cause(s) of a teacher's instructional deficiencies.
 3. Prescribe remediation that is appropriate.
 4. Communicate to the teacher a clear picture of his/her instructional performance.

C. Duration

1. A COACH will be assigned to the teacher for up to the equivalent of one semester.
2. At the conclusion of the allotted time, or prior by mutual agreement of the teacher and administrator, the Principal, with input from the Director/Coordinator, will determine the success of the TIP based on the teacher's performance.

D. Conclusion

1. The teacher will be notified in writing by the Principal of the success or failure of the PIP and of any further action which the Principal will recommend.

III. Coaches

A. Selection

1. The District will solicit volunteers and nominees for coaching assignments.
2. Coaches will be nominated by teachers and /or administrators.
3. The Superintendent/Designee in committee with the Ithaca Teachers Association will select coaches from a group of volunteers or nominees who have indicated an interest in the position.

B. Qualifications

1. Coaches may be full or part-time teachers, teachers on leave, retired teachers, or other appropriate professionals.
2. Only New York State permanently certified professionals can serve as coaches, except as agreed to by the administration, Teachers Association, and teacher to be coached.
3. All coaches must be available to participate in required orientation and training sessions sponsored by the District during the summer and throughout the school year.
4. Coaches should be effective in the following areas:
 - a. maximizing learning time
 - b. managing and organizing the classroom
 - c. continually interactive teaching strategies
 - d. utilizing interactive teaching strategies
 - e. communicating high expectations for student performance
 - f. rewarding student performance
5. Additionally, coaches must have personal qualities that promote a successful professional relationship. Such qualities include:
 - a. a positive and supportive attitude
 - b. a healthy self-concept
 - c. enthusiasm
 - d. initiative
 - e. integrity and openness
 - f. the ability to be forthright and honest
 - g. the ability to promote confidence and self-reliance
 - h. the ability to manage personal and professional responsibilities
 - i. the ability to understand, analyze, and explain complex situations

C. Assignment

1. The Superintendent/Designee will assign coaches after consultation with the Principal and Director/Coordinator, and the designated teacher.
2. The assignment of a coach will be based on the needs of the designated teacher.

D. Training

1. All coaches will be trained by the District. This training will be included but not be limited to, an understanding of the Danielson 2011 revised rubric and techniques of coaching.

2. Training will be conducted during the summer and periodically during the school year.
3. During the school year, the Superintendent/Designee will hold periodic meetings with all coaches (those not assigned to a teacher as well as those actively involved in a TIP) The meeting will be:
 - a. an opportunity for coaches to support one another and exchange ideas on a regular basis
 - b. a vehicle for the Superintendent/Designee to evaluate the progress of the on-going coaching assignments.
 - c. an opportunity for coaches to indicate the need for additional training and/or resources.

E. Compensation

1. Each coach will receive compensation for his/her coaching assignment.
 - a. Compensation will be in the form of a reduced teaching schedule for full-time teachers on staff.
 - b. Part-time teachers on staff will be compensated at a rate equal to their current salary.
 - c. Other consulting professionals will receive a stipend.
2. All coaches will receive a stipend at the voluntary contractual rate for training sessions conducted during the summer or outside the normal school day.

Ithaca City School District
Teacher Improvement Plan

Faculty Member _____ School _____

GOAL: _____

WHAT: _____

HOW: _____

OUTCOME: _____

TIMELINE: _____

SUPPORT: _____

Faculty Signature _____ Date _____

Evaluator's Signature _____ Date _____

VI. Local Student Performance Measures

The HEDI Scale was developed with the understanding that cohorts will vary from year to year. The district shall utilize a “Bell Curve” model, meaning that scores ranges from zero percent growth to plus or minus five percent growth shall be anchored in the effective range (those scores at the top of the curve.). As performance moves away from the center of the Bell Curve, growth above five percent shall be considered highly effective and negative growth greater than six percent shall begin the developing category. Please see chart below for exact HEDI Scale conversion, and depending on whether or not the state adopts a value-added score at that grade level.

| 2011-2012 Percentage of ELA, and math State Exams at Level 3 or 4 in grades 3 through 8, Regents Geometry at proficiency (65%), and High School ELA at proficiency (65%) | 2012-2013 Percentage of ELA, and math State Exams at Level 3 or 4 in grades 3 through 8, Regents Geometry at proficiency (65%), and High School ELA at proficiency (65%) | Difference A-B | HEDI Rating |
|---|---|---|------------------|
| A | B | Plus greater than 5 percentage points | Highly Effective |
| A | B | Plus 2-5 percentage points | Effective |
| A | B | Plus or minus 1 percentage point | Effective |
| A | B | Minus 2-4 percentage points | Effective |
| A | B | Minus 5 percentage point | Effective |
| A | B | Minus greater than 5 percentage points but less than 10 percentage points | Developing |
| A | B | Minus greater than 10 percentage points | Ineffective |

| Local 20pt. HEDI Scale | | |
|------------------------|----|------------------|
| -13% or more | 0 | Ineffective |
| -12% | 1 | |
| -11% | 2 | |
| -10% | 3 | Developing |
| -9% | 4 | |
| -8% | 5 | |
| -7% | 6 | |
| -6.5% | 7 | |
| -6% | 8 | |
| -5.8% | 9 | Effective |
| -5.6% | 10 | |
| -5.45% | 11 | |
| -5.3 | 12 | |
| -5.15 | 13 | |
| -5% | 14 | |
| -2% thru -4% | 15 | |
| +/-1% | 16 | |
| 2% thru 5% | 17 | |
| 5.1-5.9% | 18 | Highly Effective |
| 6% | 19 | |
| 7+% | 20 | |

| Local 15pt. HEDI Scale | | |
|------------------------|----|------------------|
| -13% or more | 0 | Ineffective |
| -12% | 1 | |
| -11% | 2 | |
| -10% | 3 | Developing |
| -9% | 4 | |
| -8% | 5 | |
| -7% | 6 | |
| -6.5% -6% | 7 | |
| -5.8% | 8 | |
| -5.6% | 9 | Effective |
| -5.45% | 10 | |
| +/-1% | 11 | |
| +2 - +3% | 12 | |
| +4% - +5% | 13 | |
| +6% - +6.9% | 14 | Highly Effective |
| +7% or more | 15 | |

Principal Observations/School Visits

60pts. Other Measures of Effectiveness

The Principals will be evaluated during school visits using the attached rubric below. A minimum of two school visits will be conducted by a lead evaluator per year. Each lead evaluator will ensure that each domain element is observed at least once per year. Points will be assigned holistically based on evidenced gathered. See attached chart for point value and rating scales.

| Ithaca School Visit Tool | | | |
|---|-------------------------|--------------|--------------------|
| | | Domain Value | Total Domain Score |
| Domain 1: Shared Vision of Learning | | 10 | 0 |
| | | | |
| Domain 2: School Culture and Instructional Program | | 20 | 0 |
| | | | |
| Domain 3: Safe, Efficient, Effective Learning Environment | | 10 | 0 |
| | | | |
| Domain 4: Community | | 5 | 0 |
| | | | |
| Domain 5: Integrity, Fairness, And Ethics | | 10 | 0 |
| | | | |
| Domain 6: Political, Social Economic, Legal and Cultural Context | | 5 | 0 |
| | Evaluation Score | | 0 |

Scoring Bands for Multidimensional Rubric

| Domain | Total Possible | Ineffective | Developing | Effective | Highly Effective |
|---------------|-----------------------|--------------------|-------------------|------------------|-------------------------|
| 1 | 10 | 0-6 | 7 | 8-9 | 10 |
| 2 | 20 | 0-12 | 13-14 | 15-18 | 19-20 |
| 3 | 10 | 0-6 | 7 | 8-9 | 10 |
| 4 | 5 | 0-2 | 3 | 4 | 5 |
| 5 | 10 | 0-6 | 7 | 8-9 | 10 |
| 6 | 5 | 0-2 | 3 | 4 | 5 |

**Conversion Chart for 60% Other Measures
(Rubric)**

| Rubric Score | Composite Score | HEDI Rating |
|--------------|-----------------|-------------|
| 0 | 0 | Ineffective |
| 1 | 1-2 | Ineffective |
| 2 | 3-4 | Ineffective |
| 3 | 5-7 | Ineffective |
| 4 | 8-10 | Ineffective |
| 5 | 11-13 | Ineffective |
| 6 | 14-16 | Ineffective |
| 7 | 17-19 | Ineffective |
| 8 | 20-22 | Ineffective |
| 9 | 23-25 | Ineffective |
| 10 | 26-28 | Ineffective |
| 11 | 29-31 | Ineffective |
| 12 | 32-34 | Ineffective |
| 13 | 35-37 | Ineffective |
| 14 | 38-40 | Ineffective |
| 15 | 41-43 | Ineffective |
| 16 | 44-46 | Developing |
| 17 | 47-49 | Developing |
| 18 | 50 | Developing |
| 19 | 50 | Developing |
| 20 | 51 | Developing |
| 21 | 51 | Developing |
| 22 | 52 | Developing |
| 23 | 52 | Developing |
| 24 | 52 | Developing |
| 25 | 53 | Developing |
| 26 | 53 | Developing |
| 27 | 53 | Developing |
| 28 | 53 | Developing |

| Rubric Score | Composite Score | HEDI Rating |
|--------------|-----------------|------------------|
| 29 | 54 | Developing |
| 30 | 54 | Developing |
| 31 | 54 | Developing |
| 32 | 54 | Developing |
| 33 | 55 | Developing |
| 34 | 55 | Developing |
| 35 | 55 | Developing |
| 36 | 55 | Developing |
| 37 | 56 | Developing |
| 38 | 56 | Developing |
| 39 | 56 | Effective |
| 40 | 56 | Effective |
| 41 | 57 | Effective |
| 42 | 57 | Effective |
| 43 | 57 | Effective |
| 44 | 57 | Effective |
| 45 | 57 | Effective |
| 46 | 57 | Effective |
| 47 | 58 | Effective |
| 48 | 58 | Effective |
| 49 | 58 | Effective |
| 50 | 58 | Effective |
| 51 | 58 | Effective |
| 52 | 58 | Effective |
| 53 | 59 | Effective |
| 54 | 59 | Highly Effective |
| 55 | 59 | Highly Effective |
| 56 | 59 | Highly Effective |
| 57 | 60 | Highly Effective |
| 58 | 60 | Highly Effective |
| 59 | 60 | Highly Effective |
| 60 | 60 | Highly Effective |

| School Visit Observation Form | | | | | |
|--|---------|---------------------|---------|---------------------|---------------|
| Domain Observed | Visit 1 | Visit 1 HEDI Rating | Visit 2 | Visit 2 HEDI Rating | Score Average |
| Domain 1: Shared Vision of Learning | 9 | Effective | 8 | Effective | 8.5 |
| Domain 2: School Culture and Instructional Program | 17 | Effective | 19 | Effective | 18 |
| Domain 3: Safe, Efficient, Effective Learning Environment | 8 | Effective | 9 | Effective | 8.5 |
| Domain 4: Community | 4 | Effective | 4 | Effective | 4 |
| Domain 5: Integrity, Fairness, And Ethics | 9 | Effective | 9 | Effective | 9 |
| Domain 6: Political, Social Economic, Legal and Cultural Context | 5 | Highly Effective | 4 | Highly Effective | 4.5 |
| Sum | | | | | 52.5 |
| Composite Score | | | | | 59 |
| HEDI Rating | | | | | Effective |

Ithaca City School District
Principal Improvement Plan

Faculty Member _____ **School** _____

GOAL: _____

WHAT: _____

HOW: _____

OUTCOME: _____

TIMELINE _____

SUPPORT _____

Faculty Signature _____ **Date** _____

Evaluator's Signature _____ **Date** _____

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

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

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

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

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

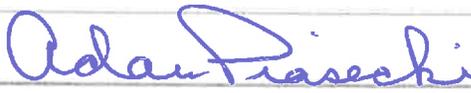
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date:

 1/2/13

Teachers Union President Signature: Date:

 1/2/13

Administrative Union President Signature: Date:

 1/2/13

Board of Education President Signature: Date:

 1/2/13