



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

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

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July 30, 2015

Revised

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. 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,

MaryEllen Elia
Commissioner

Attachment

c: Jeffrey Matteson

NOTE:

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

Created Sunday, October 19, 2014

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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
1.3) 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

1.4) Submission Status

For districts, BOCES, or charter schools that did not have an approved APPR plan in the previous school year, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES, or charter schools that did have an approved APPR plan for the previous school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created: 10/19/2014

Last updated: 05/15/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have State-provided measures, some may teach other courses 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, 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved.	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: grade 8 Science, 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	ICSD Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	ICSD 1st Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	ICSD 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 measuring student growth on the assessments listed for this Task.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	District, regional, or BOCES-developed assessment	ICSD Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	ICSD 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	ICSD 2nd Grade 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 measuring student growth on the assessments listed for this Task.

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 measuring student growth on the assessments listed for this Task.

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
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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 measuring student growth on the assessments listed for this Task.

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 measuring student growth on the assessments listed for this Task.

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 measuring student growth on the assessments listed for this Task.

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

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.	Algebra 1 -- Common Core Algebra 1 Regents only for students beginning Algebra 1 instruction in September 2014 or later. For 2014-2015 only, students who began Algebra 1 instruction prior to September 2014 (e.g. students retaking the course) will take the Integrated Algebra Regents in addition to the Common Core Algebra 1 Regents. In this instance, the higher of the two scores will be used when calculating each teacher's score for their SLO. Geometry -- For 2014-2015 only, students will be given the option to take the Regents Exam in Geometry (2005 Learning Standards) in addition to the Regents Exam in Geometry (Common Core). In the instance where a student takes both exams, the higher of the two scores will be used when calculating each teacher's score for their SLO. In future years, students will take the Regents Exam in Geometry (Common Core).
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

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 measuring student growth on the assessments listed for this Task.

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

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/1754113-TXETx9bQW/2.11%20ICSD%20State%20Growth%20or%20Other%20Comparable%20Measures%20HEDI%20Tables%20and%20Graphics%205.2015.pdf>

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

Not applicable

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 10/19/2014

Last updated: 05/15/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
5	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
6	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
7	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
8	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

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

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

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

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
5	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
6	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
7	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
8	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

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

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

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

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded Graphic 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 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
1	6(ii) School-wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
2	6(ii) School-wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
3	6(ii) School-wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
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K	6(ii) School-wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
1	6(ii) School-wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
2	6(ii) School-wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
3	6(ii) School-wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
7	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
8	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
7	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
8	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 measure that will be used as the locally-selected measure of student achievement. Then name

the specific assessment that will be used with the locally-selected measure, 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 K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
Global 2	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
American History	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

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

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

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
Earth Science	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
Chemistry	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

Physics	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
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For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
Geometry	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
Algebra 2	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

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

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

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	ICSD K-8 ELA Performance Assessment, ICSD 9-12 course specific assessments and all NYS Regents Exams

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

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

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

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1754563-y92vNseFa4/3.13%20ICSD%20Local%20Measure%20Teacher%20HEDI%20Tables%20and%20Graphics%205.2015.pdf>

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Not applicable

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 all students scoring at the district defined level of proficiency on all applicable assessments.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created: 10/19/2014

Last updated: 05/15/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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.)

Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	(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?

No

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

Teachers who participate in the optional artifact review

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	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	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, label accordingly, and combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 4.2. \(MS Word\)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/1754929-2UoxI2HPmn/Form%204%20Points%20Within%20Other%20Measures%20--%20No%20Review%20of%20Artifacts_63A4e5H.doc

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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

Points will be assigned in one of two ways. For teachers who choose to participate in the optional review of artifacts, up to 5 points out of the potential 60 points for "other measures" will be awarded based on the review of artifacts. In this option the points awarded will be

determined by the evaluator based on a review of evidence and/or documented actions submitted by the teacher. Evaluators will review submitted evidence through the lens of Domain 4 on the Danielson Rubric looking for how the teacher's work led to professional growth and/or reflection. Points awarded will be five (5) points if the evidence presented during the artifact review demonstrates professional growth and/or reflection. Points awarded will be zero (0) points if the evidence does not demonstrate professional growth and/or reflection. For those teachers opting to participate in the optional review of artifacts, the remaining 55 points will be determined through a weighted average of all classroom observation scores (see uploaded charts/examples -- 55 point scale). For teachers who choose not to participate in the optional review of artifacts, the entire 60 points for "other measures" will be awarded based on a weighted average of all classroom observation scores (see uploaded charts/examples -- 60 point scale). For all teachers, the lead evaluator shall ensure that each year each domain is evaluated at least once during the course of classroom observations and that the overall domain rating is an average of observed sub-components. For all teachers, all sub-component scores will be averaged across multiple observations within each domain and then weighted to determine the final score.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/1754929-eka9yMJ855/ICSD%20Other%20Measures%20Teacher%20HEDI%20Tables%20and%20Graphics%205.2015.pdf>

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

Formal/Long	2
Informal/Short	1
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?

Responses Selected:

In Person

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

Responses Selected:

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

Formal/Long	1
Informal/Short	1
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?

Responses Selected:

In Person

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

Responses Selected:

In Person

5. Composite Scoring (Teachers)

Created: 10/19/2014

Last updated: 04/09/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

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 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

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: 10/19/2014

Last updated: 03/26/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/1755221-Df0w3Xx5v6/ICSD_TIP_Forms_3.2015.pdf

6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

Appeals Process

Purpose of Appeal

The purpose of the 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 (teacher)

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 composite score 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 ten (10) school days after the teacher has received the APPR composite score.

Multiple Appeals

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed 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 retiree(s) shall be appointed to the Committee. The tenured teachers or retirees appointed to the Committee shall be chosen by the President of the Association or his/her designee.
- c. The teacher and the evaluator shall present to the appointed members of the committee. The Committee shall reach their findings using the consensus model. If consensus is not reached, the Committee shall write up the opposing viewpoints and submit the opposing viewpoints to the administrator or evaluator who authored the evaluation, the teacher, the Association President, and the Superintendent/designee. At this point a 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 ten (10) school days of receipt of the evaluation. The said appeal must be submitted in writing to the Superintendent of Schools/designee and the Association President.
- b. The Superintendent/designee 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/designee, Association President, the employee, and the authoring administrator within five (5) school days of the conference.
- d. If the secondary level (from 1.C.) is utilized, this committee will be given five (5) school days from when the Superintendent/designee and the Association President appoint the committee to meet and render their decision by majority vote. The outcome of the vote the committee members shall forward to the Superintendent/designee, Association President, the employee, and the authoring administrator within five (5) school days of the conference.

3. Conference:

- a. The conference shall be an informal meeting wherein the authoring administrator or evaluator and the teacher are able to discuss the evaluation procedure and/or substantive content at issue while in the presence of the committee.
- 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 the entire evaluation if the evaluation was procedurally flawed.
- b. 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.
- 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.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

All Ithaca City School District lead evaluators participate in an initial training program facilitated by TST BOCES. This training program consists of a series of eight workshops (24 hours of total training) that cover all nine elements articulated in Section 30-2.9 of the Rules of the Board of Regents and includes extensive training and practice in using the Danielson Framework to perform evidenced-based classroom observations and provide feedback to teachers. Upon successful completion of this initial training series lead evaluators are certified.

Annual re-certification of lead evaluators is accomplished through periodic sessions conducted by a representative from TST BOCES that require lead evaluators to collaboratively watch videos of classroom instruction, collect evidence during viewing, categorize this evidence, and then rate the viewed lesson using the Danielson rubric. Ratings are shared and discussed to ensure inter-rater reliability.

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
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- (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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

6.6) Assurances -- Teachers

Please check all of the boxes below:

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
Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 10/27/2014

Last updated: 05/15/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
- Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	PK-5	State assessment	3-5 State ELA and 3-5 State Math
	6-8	State assessment	6-8 State ELA and 6-8 State Math
	6-12	State assessment	6-8 State ELA, 6-8 State Math, ELA Regents
	9-12	State assessment	ELA Regents, Math Regents, Social Studies Regents, Science Regents

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

<p>Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.</p>	<p>If the State provides growth scores for the PK-5, and 6-8, 6-12, 9-12 principal(s) and such scores represent less than 30% of the students supervised by that principal, the District will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State or Regents assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s).</p> <p>For SLOs, based on historical data or a pre-assessment, the principal in collaboration with the Superintendent will set individual growth targets for each student. The Superintendent will approve all growth targets and the principal will receive a HEDI score based upon the percent of students reaching their targets.</p> <p>Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 7.3.</p> <p>The district will administer the Common Core Algebra 1 Regents only for students beginning Algebra 1 instruction in September 2014 or later. For 2014-2015 only, students who began Algebra 1 instruction prior to September 2014 (e.g. students retaking the course) will take the Integrated Algebra Regents in addition to the Common Core Algebra 1 Regents. In this instance, the higher of the two scores will be used when calculating each teacher's score for their SLO, so long as permitted by SED.</p> <p>For 2014-2015 only, students in Common Core courses will be given the option to take the Regents Exam in Geometry (2005 Learning Standards) in addition to the Regents Exam in Geometry (Common Core). In the instance where a student takes both exams, the higher of the two scores will be used when calculating each teacher's score for their SLO, so long as permitted by SED. In 2015-2016 and beyond, students will take only the Regents Exam in Geometry (Common Core).</p> <p>The district will administer the Regents Exam in Comprehensive English in 2014-15 and only the Regents Exam in ELA (Common Core) in 2015-2016 and beyond.</p>
<p>Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).</p>	<p>See attached upload</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See attached upload</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See attached upload</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>See attached upload</p>

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/1812055-lha0DogRNw/7.3%20Upload.pdf>

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results,

students with disabilities, English language learners, and students in poverty.

(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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 10/27/2014

Last updated: 05/13/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	PK-5	(d) measures used by district for teacher evaluation	3-8 NYS ELA and Math Assessments, Common Core Algebra I Regents; Geometry Regents (Common Core Geometry Regents to be administered in future years according to NYSED timeline), Comprehensive English Regents Exam in 2014-15; Regents Exam in English (Common Core) in future years
	6-8	(d) measures used by district for teacher evaluation	3-8 NYS ELA and Math Assessments, Common Core Algebra I Regents; Geometry Regents (Common Core Geometry Regents to be administered in future years according to NYSED timeline), Comprehensive English Regents Exam in 2014-15; Regents Exam in English (Common Core) in future years
	6-12	(d) measures used by district for teacher evaluation	3-8 NYS ELA and Math Assessments, Common Core Algebra I Regents; Geometry Regents (Common Core Geometry Regents to be administered in future years according to NYSED timeline), Comprehensive English Regents Exam in 2014-15; Regents Exam in English (Common Core) in future years

	9-12	(d) measures used by district for teacher evaluation	3-8 NYS ELA and Math Assessments, Common Core Algebra I Regents; Geometry Regents (Common Core Geometry Regents to be administered in future years according to NYSED timeline), Comprehensive English Regents Exam in 2014-15; Regents Exam in English (Common Core) in future years

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

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/1812107-qBFVOWF7fC/Updated%20Principal%20Local%20for%202014%20Resubmission_8Sq70wZ.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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.

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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.

The Principals Locally Selected Measure is a district-wide measure. As such principals cannot receive multiple locally selected measures.

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check

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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created: 10/27/2014

Last updated: 03/26/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

Page 1

9.1) Principal Practice Rubric

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

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

Rubric	Multidimensional Principal Performance Rubric
Second rubric (if applicable)	(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 point 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 point 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, label accordingly, 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 assigning any points to "ambitious and measurable goals":

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

9.4) Sources of Evidence (if applicable)

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

Structured feedback from teachers using a State-approved tool	(No response)
Structured feedback from students using a State-approved tool	(No response)
Structured feedback from families using a State-approved tool	(No response)
School visits by other trained evaluators	(No response)
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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
---	---------------

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu 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)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The 60 points for "other measures" will be awarded based on an average of scores received during all school visits (see uploaded charts/examples). For all principals, the lead evaluator shall ensure that each domain element is observed/scored at least once per year.

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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/1812655-pMADJ4gk6R/ICSD Other Measures Principal HEDI Tables and Graphics 3.2015 5IAadSH.pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/1812655-pMADJ4gk6R/ICSD%20Other%20Measures%20Principal%20HEDI%20Tables%20and%20Graphics%203.2015%205IAadSH.pdf)

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 document
Effective: Overall performance and results meet standards.	See uploaded document
Developing: Overall performance and results need improvement in order to meet standards.	See uploaded document

Ineffective: Overall performance and results do not meet standards.	See uploaded document
---	-----------------------

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	56-58
Developing	44-55
Ineffective	0-43

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, October 27, 2014

Updated Monday, January 12, 2015

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	56-58
Developing	44-55
Ineffective	0-43

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Monday, October 27, 2014

Updated Wednesday, January 28, 2015

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/12168/1812877-Df0w3Xx5v6/ICSD PIP Form 10.2014.pdf](#)

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 a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

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

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

All Ithaca City School District lead evaluators participate in an initial training program facilitated by TST BOCES. This training program consists of a series of eight workshops (24 hours of total training) that cover all nine elements articulated in Section 30-2.9 of the Rules of the Board of Regents and includes extensive training and practice in using the Multidimensional Principal Performance Rubric to perform evidenced-based observations and provide feedback to school leaders. Upon successful completion of this initial training series lead evaluators are certified.

Annual re-certification of lead evaluators is accomplished through periodic sessions conducted by a representative from TST BOCES that require lead evaluators to collaboratively visit schools, collect evidence during the visit, categorize this evidence, and then rate the evidence using the Multidimensional Principal Performance Rubric. Ratings are shared and discussed to ensure inter-rater reliability.

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: 10/27/2014

Last updated: 06/11/2015

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](#). Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1813001-3Uqgn5g9lu/lthacaCSDCertificationForm%206.11.15.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1813001-3Uqgn5g9lu/lthacaCSDCertificationForm%206.11.15.pdf</a>
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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.

All teachers in the same grade/subject/course will have the same measure. Furthermore, the district reserves the right to review all targets and require changes to ensure that all targets represent one year’s growth.

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 minimum rigor expectation for 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 ELA 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	97	93	90	89	83	80	77	73	70	65	63	56	49	42	35	28	21	14	7	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	98	96	92	87	86	82	79	76	72	69	64	62	55	48	41	34	27	20	13	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 minimum rigor expectation for 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	Yes	Yes	Yes
Proficient	No	No	Yes	Yes
Mastery	No	No	Yes	Yes

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

6-8 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 (traditional test) or performance level (rubric-based assessment) for each student, which will be compared to the E.O.Y assessment. Each student who meets the district minimum rigor expectation for growth defined as proficient (85% or higher on a traditional test or proficient level (Level 3) on a rubric-based assessment) or gains a minimum of 10 points or more (traditional test) or one rubric level (rubric-based assessment) 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 (traditional test) or performance level (rubric-based assessment) for each student, which will be compared to the E.O.Y assessment. Each student who meets the district minimum rigor expectation for growth defined as proficient (85% or higher on a traditional test or proficient level (Level 3) on a rubric-based assessment) or gains a minimum of 10 points or more (traditional test) or one rubric level (rubric-based assessment) 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 Social Studies 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 (traditional test) or performance level (rubric-based assessment) for each student, which will be compared to the E.O.Y assessment. Each student who meets the district minimum rigor expectation for growth defined as proficient (85% or higher on a traditional test or proficient level (Level 3) on a rubric-based assessment) or gains a minimum of 10 points or more (traditional test) or one rubric level (rubric-based assessment) 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 Social Studies 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 (traditional test) or performance level (rubric-based assessment) for each student, which will be compared to the E.O.Y assessment. Each student who meets the district minimum rigor expectation for growth defined as proficient (85% or higher on a traditional test or proficient level (Level 3) on a rubric-based assessment) or gains a minimum of 10 points or more (traditional test) or one rubric level (rubric-based assessment) 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 (traditional test) or performance level (rubric-based assessment) for each student, which will be compared to the E.O.Y assessment. Each student who meets the district minimum rigor expectation for growth defined as proficient (85% or higher on a traditional test or proficient level (Level 3) on a rubric-based assessment) or gains a minimum of 10 points or more (traditional test) or one rubric level (rubric-based assessment) 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 Math 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 (traditional test) or performance level (rubric-based assessment) for each student, which will be compared to the E.O.Y assessment. Each student who meets the district minimum rigor expectation for growth defined as proficient (85% or higher on a traditional test or proficient level (Level 3) on a rubric-based assessment) or gains a minimum of 10 points or more (traditional test) or one rubric level (rubric-based assessment) 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 ELA 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 minimum rigor expectation for 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-	97-	93-	90-	89-	83-	80-	77-	73-	70-	65-	63-	56-	49-	42-	35-	28-	21-	14-	7-	0-
100	98	96	92	87	86	82	79	76	72	69	64	62	55	48	41	34	27	20	13	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 (traditional test) or performance level (rubric-based assessment) for each student, which will be compared to the E.O.Y assessment. Each student who meets the district minimum rigor expectation for growth defined as proficient (85% or higher on a traditional test or proficient level (Level 3) on a rubric-based assessment) or gains a minimum of 10 points or more (traditional test) or one rubric level (rubric-based assessment) 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 (traditional test) or performance level (rubric-based assessment) for each student, which will be compared to the E.O.Y assessment. Each student who meets the district minimum rigor expectation for growth defined as proficient (85% or higher on a traditional test or proficient level (Level 3) on a rubric-based assessment) or gains a minimum of 10 points or more (traditional test) or one rubric level (rubric-based assessment) 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 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

Grades 4-8 ELA

For grades 4-8 ELA teachers the above SLO process will be utilized as a backup measure if needed. See grades K-3 Math HEDI scale for grades 4-8 ELA.

Grades 4-8 Math

For grades 4-8 Math teachers the above SLO process will be utilized as a backup measure if needed. See grades K-3 Math HEDI scale for grades 4-8 ELA and Math.

Locally Selected Measure

District-Wide Measure of Achievement:

The results of all applicable assessments from each school will be combined and teachers will be awarded points based on the overall percentage of students achieving proficiency. Depending upon the structure of the assessment, students will be considered proficient if they meet or exceed the district minimum expectations defined as 65% of total points possible or score at or above the proficient level on rubric based assessments (Level 3 on a 4-point rubric). At the High School level applicable assessments are the final assessment used in each course/subject (NYS exams* will be used where applicable; 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) a grade-specific locally developed ELA assessment reflective of the content from each subject area will be used. The percentage of students scoring at proficiency will be compared to the negotiated HEDI scale below to determine the locally selected measure composite score to be used for each teacher. Two scales have been provided should the state adopt a value-added measure in future years. Historical data was used to guide the development of the HEDI scale and represents what we feel is a fair but rigorous achievement goal.

- * Algebra 1 -- Common Core Algebra 1 Regents only for students beginning Algebra 1 instruction in September 2014 or later. For 2014-2015 only, students who began Algebra 1 instruction prior to September 2014 (e.g. students retaking the course) will take the Integrated Algebra Regents in addition to the Common Core Algebra 1 Regents. In this instance, the higher of the two scores will be used when calculating each teacher's score for their SLO.
- * Geometry -- For 2014-2015 only, students will be given the option to take the Regents Exam in Geometry (2005 Learning Standards) in addition to the Regents Exam in Geometry (Common Core). In the instance where a student takes both exams, the higher of the two scores will be used when calculating each teacher's score for their SLO. In future years, students will take the Regents Exam in Geometry (Common Core).
- * ELA -- Regents Exam in Comprehensive English in 2014-15 and Regents Exam in ELA (Common Core) in future years.

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	8	7	5	4	3	1	0
													10			6			2	

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

Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"): Teachers who do not participate in the optional artifact review

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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: Professional Responsibilities		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			

		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

	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* (Points awarded based on optional review of artifacts)	5 pts. Awarded (Yes/No/NA)							
Total					Total if No Optional Review of Artifacts		57.00	
					Total if full points awarded for Optional Review of Artifacts		57.00	
					Total if no points awarded for Optional Review of Artifacts		52.00	

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
1.225	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

Standard rounding rules will be applied to all calculations. These are the minimum values necessary to earn the corresponding HEDI.

**Ithaca City School District
Teacher Improvement Plan**

Faculty Member Name: _____ School: _____

Date of meeting: _____ Evaluator: _____

GOAL: Domain or element(s) of focus:

ACTION: Actions that will be taken to show improvement:

OUTCOME: Indicators of progress and/or success:

TIMELINE: Include start date, anticipated meeting dates during the plan and end date:

SUPPORT: Coach assignment, resources, Professional Development, etc.

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Representation/Witness Signature _____ Date _____

PK-5 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	97	93	90	89	83	80	77	73	70	65	63	56	49	42	35	28	21	14	7	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	98	96	92	87	86	82	79	76	72	69	64	62	55	48	41	34	27	20	13	6

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	95-	90-	85-	80-	75-	70-	65-	60-	55-	50-	45-	40-	35-	30-	25-	20-	15-	10-	5-	0-
-98	97	94	89	84	79	74	69	64	59	54	49	44	39	34	29	24	19	14	9	4

6-12 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	95-	90-	85-	80-	75-	70-	65-	60-	55-	50-	45-	40-	35-	30-	25-	20-	15-	10-	5-	0-
-98	97	94	89	84	79	74	69	64	59	54	49	44	39	34	29	24	19	14	9	4

9-12 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	95-	90-	85-	80-	75-	70-	65-	60-	55-	50-	45-	40-	35-	30-	25-	20-	15-	10-	5-	0-
-98	97	94	89	84	79	74	69	64	59	54	49	44	39	34	29	24	19	14	9	4

VI. Local Student Performance Measures

District-wide Measure of Achievement:

The results of all applicable assessments from each school will be combined and principals will be awarded points based on the overall percentage change in the number of students achieving proficiency from the previous year to the current year. 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 ranging from five percent growth to minus 5.8 percent 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, negative growth of six percent thru 10 percent shall be considered developing, and negative growth greater than ten percent shall be considered ineffective. 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.

Previous Year	Current Year	Difference	HEDI Rating
Percentage of ELA and Math State Exams at Level 3 or 4 in grades 3 through 5; Percentage of ELA State Exams at Level 3 or 4 and Math State Exams at Level 3 or 4 or Algebra I/Geometry Regents at proficiency (65) in grades 6 through 8; Percentage of Regents Geometry at proficiency (65) and Regents ELA at Proficiency (65) in grades 9-12 (Common Core Regents in Algebra 1, Geometry, and ELA will be administered to all students according to the NYSED timeline. As long as permissible by NYSED regulations, we will administer the traditional and Common Core Regents in these subjects and use the higher of the two scores achieved by each student when calculating the Principals’ Local Measure.)	Percentage of ELA and Math State Exams at Level 3 or 4 in grades 3 through 5; Percentage of ELA State Exams at Level 3 or 4 and Math State Exams at Level 3 or 4 or Algebra I/Geometry Regents at proficiency (65) in grades 6 through 8; Percentage of Regents Geometry at proficiency (65) and Regents ELA at Proficiency (65) in grades 9-12 (Common Core Regents in Algebra 1, Geometry, and ELA will be administered to all students according to the NYSED timeline. As long as permissible by NYSED regulations, we will administer the traditional and Common Core Regents in these subjects and use the higher of the two scores achieved by each student when calculating the Principals’ Local Measure.)	B-A (20 point chart only; see attached for 15 point ranges)	
A	B	Plus greater than 5 percentage points	Highly Effective
A	B	Plus 0 thru 5 percentage points	Effective
A	B	Minus 1 thru minus 5.8 percentage points	Effective
A	B	Minus 6 thru minus 10 percentage points	Developing
A	B	Minus greater than 10 percentage points	Ineffective

Local 20 pt. 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	
-4% thru -2%	15	
- 1% thru 1%	16	
2% thru 5%	17	
5.1-5.9%	18	
6%	19	
7% or more	20	

The percent values listed are the minimum needed to receive corresponding HEDI points.

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

The percent values listed are the minimum needed to receive corresponding HEDI points.

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. The final points awarded for each domain will be calculated by averaging scores received during each school visit. The 60 points for "other measures" will be awarded by converting the total rubric score (the sum of all total domain scores) to a composite score according to the conversion chart on the following page. An example is included on page 3.

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	2	Ineffective
2	4	Ineffective
3	7	Ineffective
4	10	Ineffective
5	13	Ineffective
6	16	Ineffective
7	19	Ineffective
8	22	Ineffective
9	25	Ineffective
10	28	Ineffective
11	31	Ineffective
12	34	Ineffective
13	37	Ineffective
14	40	Ineffective
15	43	Ineffective
16	46	Developing
17	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

Standard round rules will be applied. These are the minimum values necessary to earn the corresponding HEDI.

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	Effective
38	56	Effective
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	Highly 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	Highly 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	Effective	4.5
Sum					52.5
Composite Score					59
HEDI Rating					Highly 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 certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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 Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal

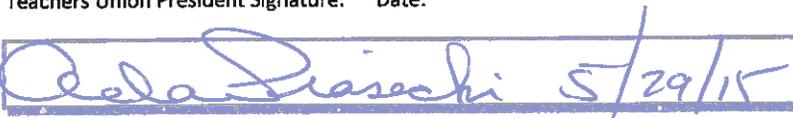
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

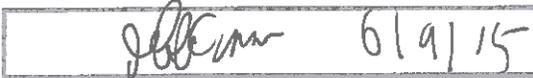
Superintendent Signature: Date:

 5/27/15

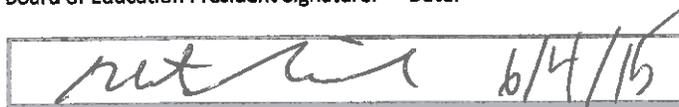
Teachers Union President Signature: Date:

 5/29/15

Administrative Union President Signature: Date:

 6/9/15

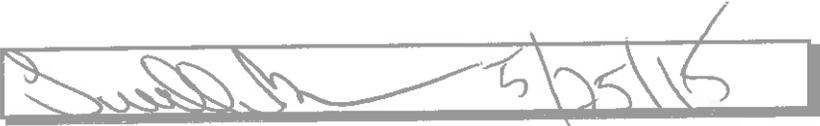
Board of Education President Signature: Date:

 6/4/15

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date:

A rectangular box containing a handwritten signature and the date 5/25/15.