



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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April 14, 2014

Revised

Chris Pettograsso, Superintendent
Lansing Central School District
284 Ridge Road
Lansing, NY 14882

Dear Superintendent Pettograsso:

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,



John B. King, Jr.
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 Tuesday, April 30, 2013

Updated Monday, December 23, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 610801040000

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

610801040000

1.2) School District Name: LANSING CSD

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

LANSING CSD

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 BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, 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 2012-13 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 Tuesday, April 30, 2013

Updated Wednesday, March 19, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment 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.

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	LCSD developed K ELA Assessment
1	District, regional, or BOCES-developed assessment	LCSD developed 1st grade ELA Assessment
2	District, regional, or BOCES-developed assessment	LCSD developed 2nd grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories, and any pre-test data as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students making targets will earn teachers a score in the highly effective range.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	67-84 % of students making targets will earn teachers a score in the effective range.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-66% of students making targets will earn teachers a score in the developing range.

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

0-49% of students making targets will earn teachers a score in the ineffective range.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	LCSD developed K Math Assessment
1	District, regional, or BOCES-developed assessment	LCSD developed 1st grade Math Assessment
2	District, regional, or BOCES-developed assessment	LCSD developed 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.	Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories, and any pre-test data as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students making targets will earn teachers a score in the highly effective range.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	67-84 % of students making targets will earn teachers a score in the effective range.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-66% of students making targets will earn teachers a score in the developing range.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of students making targets will earn teachers a score in the ineffective range.

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	LCSD developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	LCSD 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.	Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories, and any pre-test data as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students making targets will earn teachers a score in the highly effective range.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	67-84 % of students making targets will earn teachers a score in the effective range.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-66% of students making targets will earn teachers a score in the developing range.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of students making targets will earn teachers a score in the ineffective range.

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	LCSD developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	LCSD developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	LCSD developed 8th grade Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories, and any pre-test data as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students making targets will earn teachers a score in the highly effective range.
Effective (9 - 17 points) Results meet District goals for similar students.	67-84 % of students making targets will earn teachers a score in the effective range.
Developing (3 - 8 points) Results are below District goals for similar students.	50-66% of students making targets will earn teachers a score in the developing range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students making targets will earn teachers a score in the ineffective range.

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	LCSD developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories, and any pre-test data as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students making targets will earn teachers a score in the highly effective range.
Effective (9 - 17 points) Results meet District goals for similar students.	67-84 % of students making targets will earn teachers a score in the effective range.
Developing (3 - 8 points) Results are below District goals for similar students.	50-66% of students making targets will earn teachers a score in the developing range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students making targets will earn teachers a score in the ineffective range.

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.	Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories, and any pre-test data as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students making targets will earn teachers a score in the highly effective range.
Effective (9 - 17 points) Results meet District goals for similar students.	67-84 % of students making targets will earn teachers a score in the effective range.
Developing (3 - 8 points) Results are below District goals for similar students.	50-66% of students making targets will earn teachers a score in the developing range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students making targets will earn teachers a score in the ineffective range.

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, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories, and any pre-test data as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range.</p> <p>Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Algebra 1 Regents. The district will use the higher of the two scores for APPR purposes.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85-100% of students making targets will earn teachers a score in the highly effective range.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>67-84 % of students making targets will earn teachers a score in the effective range.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>50-66% of students making targets will earn teachers a score in the developing range.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-49% of students making targets will earn teachers a score in the ineffective range.</p>

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	LCSD developed 9th grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	LCSD developed 10th grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment and NYS CC English Regents Assessment

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

assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both 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.	Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories, and any pre-test data as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range. Students in CCLS courses will take the NYS Comprehensive English Regents and the NYS CC English. The district will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students making targets will earn teachers a score in the highly effective range.
Effective (9 - 17 points) Results meet District goals for similar students.	67-84 % of students making targets will earn teachers a score in the effective range.
Developing (3 - 8 points) Results are below District goals for similar students.	50-66% of students making targets will earn teachers a score in the developing range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students making targets will earn teachers a score in the ineffective range.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All Other Courses	District, Regional or BOCES-developed	LCSD Developed Grade and Content Specific Assessments

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories, and any pre-test data as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students making targets will earn teachers a score in the highly effective range.

Effective (9 - 17 points) Results meet District goals for similar students.	67-84 % of students making targets will earn teachers a score in the effective range.
Developing (3 - 8 points) Results are below District goals for similar students.	50-66% of students making targets will earn teachers a score in the developing range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students making targets will earn teachers a score in the ineffective range.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/161106-TXEttx9bQW/HEDI Range for SLOs 8-2012_1.docx

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.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.

Checked

2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, March 19, 2014

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	5) District, regional, or BOCES–developed assessments	LCSD developed 4th grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	LCSD developed 5th grade ELA Assessment
6	5) District, regional, or BOCES–developed assessments	LCSD developed 6th grade ELA Assessment
7	5) District, regional, or BOCES–developed assessments	LCSD developed 7th grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	LCSD developed 8th grade ELA Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>Performance Index Calculation</p> <p>Assessment (Rubric) Score Performance Level 0-54 (1) 1 55-64 (2) 2 65-84 (3) 3 85-100 (4) 4</p> <p>Calculation $((\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4})) \times 7.5$ divided by # students tested</p> <p>Until a value-added score is implemented, a 0-20 point scale will be calculated using this formula:</p> <p>Calculation $((\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4})) \times 10$ divided by # students tested</p> <p>Normal rounding rules will apply to all calculations</p> <p>Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective teachers will have an Adjusted Performance Index of 14 - 15.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective teachers will have an Adjusted Performance Index of 8 - 13.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing teachers will have an Adjusted Performance Index of 3 - 7.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective teachers will have an Adjusted Performance Index of 0-2.</p>

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	5) District, regional, or BOCES–developed assessments	LCSD developed 4th grade Math Assessment
5	5) District, regional, or BOCES–developed assessments	LCSD developed 5th grade Math Assessment
6	5) District, regional, or BOCES–developed assessments	LCSD developed 6th grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	LCSD developed 7th grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	LCSD developed 8th grade Math Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>Performance Index Calculation</p> <p>Assessment (Rubric) Score Performance Level 0-54 (1) 1 55-64 (2) 2 65-84 (3) 3 85-100 (4) 4</p> <p>Calculation $((\#students \text{ scoring } 2,3,4) + (\#students \text{ scoring } 3,4)) \times 7.5$ divided by # students tested</p> <p>Until a value-added score is implemented, a 0-20 point scale will be calculated using this formula: Calculation $((\#students \text{ scoring } 2,3,4) + (\#students \text{ scoring } 3,4)) \times 10$ divided by # students tested</p> <p>Normal rounding rules will apply to all calculations</p> <p>Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective teachers will have an Adjusted Performance Index of 14 - 15.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for</p>	<p>Effective teachers will have an Adjusted Performance Index of 8 - 13.</p>

grade/subject.

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

Developing teachers will have an Adjusted Performance Index of 3 - 7.

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

Ineffective teachers will have an Adjusted Performance Index of 0-2.

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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	LCSD developed K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	LCSD developed 1st grade ELA Assessment
2	5) District, regional, or BOCES–developed assessments	LCSD developed 2nd grade ELA Assessment
3	5) District, regional, or BOCES–developed assessments	LCSD developed 3rd grade ELA Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>Performance Index Calculation</p> <p>Assessment (Rubric) Score Performance Level</p> <p>0-54 (1) 1 55-64 (2) 2 65-84 (3) 3 85-100 (4) 4</p> <p>$((\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4}) / \text{\# students tested}) \times 10 = 0 - 20 \text{ points}$</p>
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Normal rounding rules will apply to all calculations.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective teachers will have a Performance Index, calculated as described above, of 18-20 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective teachers will have a Performance Index, calculated as described above, of 9-17 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing teachers will have a Performance Index, calculated as described above, of 3-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective teachers will have a Performance Index, calculated as described above, of 0-2 points.

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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	LCSD developed K Math Assessment
1	5) District, regional, or BOCES–developed assessments	LCSD developed 1st grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	LCSD developed 2nd grade Math Assessment
3	5) District, regional, or BOCES–developed assessments	LCSD developed 3rd grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>Performance Index Calculation</p> <p>Assessment (Rubric) Score Performance Level</p> <p>0-54 (1) 1</p> <p>55-64 (2) 2</p> <p>65-84 (3) 3</p> <p>85-100 (4) 4</p>
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$$\left(\frac{(\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)}{\# \text{ students tested}} \right) \times 10 = 0 - 20 \text{ points}$$

Normal rounding rules will apply to all calculations.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective teachers will have a Performance Index, calculated as described above, of 18-20 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective teachers will have a Performance Index, calculated as described above, of 9-17 points.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing teachers will have a Performance Index, calculated as described above, of 3-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective teachers will have a Performance Index, calculated as described above, of 0-2 points.

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	5) District, regional, or BOCES–developed assessments	LCSD developed 6th grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	LCSD developed 7th grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	LCSD developed 8th grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>Performance Index Calculation</p> <p>Assessment (Rubric) Score Performance Level</p> <p>0-54 (1) 1 55-64 (2) 2 65-84 (3) 3 85-100 (4) 4</p>
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$$((\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4})/\text{\# students tested}) \times 10 = 0 - 20 \text{ points}$$

Normal rounding rules will apply to all calculations.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective teachers will have a Performance Index, calculated as described above, of 18-20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective teachers will have a Performance Index, calculated as described above, of 9-17 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing teachers will have a Performance Index, calculated as described above, of 3-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective teachers will have a Performance Index, calculated as described above, of 0-2 points.

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	5) District, regional, or BOCES-developed assessments	LCSD developed 6th grade Social Studies Assessment
7	5) District, regional, or BOCES-developed assessments	LCSD developed 7th grade Social Studies Assessment
8	5) District, regional, or BOCES-developed assessments	LCSD developed 8th grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges. Performance Index Calculation
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Assessment (Rubric) Score Performance Level
 0-54 (1) 1
 55-64 (2) 2
 65-84 (3) 3
 85-100 (4) 4

$((\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4}) / \text{\# students tested}) \times 10 = 0 - 20 \text{ points}$

Normal rounding rules will apply to all calculations.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective teachers will have a Performance Index, calculated as described above, of 18-20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective teachers will have a Performance Index, calculated as described above, of 9-17 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing teachers will have a Performance Index, calculated as described above, of 3-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective teachers will have a Performance Index, calculated as described above, of 0-2 points.

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	5) District, regional, or BOCES–developed assessments	LCSD developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	LCSD developed Global 2 Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in United States History and Government

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p>
	<p>Performance Index Calculation</p>
	<p>Assessment (Rubric) Score Performance Level 0-54 (1) 1 55-64 (2) 2 65-84 (3) 3 85-100 (4) 4</p>
	<p>$((\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4}) / \text{\# students tested}) \times 10 = 0 - 20 \text{ points}$</p>
	<p>Normal rounding rules will apply to all calculations.</p>
	<p>Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective teachers will have a Performance Index, calculated as described above, of 18-20 points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective teachers will have a Performance Index, calculated as described above, of 9-17 points.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing teachers will have a Performance Index, calculated as described above, of 3-8 points.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective teachers will have a Performance Index, calculated as described above, of 0-2 points.</p>

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	5) District, regional, or BOCES-developed assessments	LCSD developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	LCSD developed Earth Science Assessment

Chemistry	5) District, regional, or BOCES–developed assessments	LCSD developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	LCSD developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>Performance Index Calculation</p> <p>Assessment (Rubric) Score Performance Level</p> <p>0-54 (1) 1 55-64 (2) 2 65-84 (3) 3 85-100 (4) 4</p> <p>$((\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4}) / \text{\# students tested}) \times 10 = 0 - 20 \text{ points}$</p> <p>Normal rounding rules will apply to all calculations.</p> <p>Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective teachers will have a Performance Index, calculated as described above, of 18-20 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing teachers will have a Performance Index, calculated as described above, of 3-8 points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective teachers will have a Performance Index, calculated as described above, of 9-17 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective teachers will have a Performance Index, calculated as described above, of 0-2 points.

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	5) District, regional, or BOCES–developed assessments	LCSD developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	LCSD developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	LCSD developed Algebra 2 Assessment

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>Performance Index Calculation</p> <p>Assessment (Rubric) Score Performance Level 0-54 (1) 1 55-64 (2) 2 65-84 (3) 3 85-100 (4) 4</p> <p>$\left(\frac{(\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)}{\# \text{ students tested}} \right) \times 10 = 0 - 20 \text{ points}$</p> <p>Normal rounding rules will apply to all calculations.</p> <p>Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective teachers will have a Performance Index, calculated as described above, of 18-20 points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective teachers will have a Performance Index, calculated as described above, of 9-17 points.</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing teachers will have a Performance Index, calculated as described above, of 3-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective teachers will have a Performance Index, calculated as described above, of 0-2 points.

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	5) District, regional, or BOCES–developed assessments	LCSD developed 9th grade ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	LCSD developed 10th grade ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents Assessment and the NYS Common Core English Regents

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, the Common Core English Regents, or both 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.	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>Performance Index Calculation</p> <p>Assessment (Rubric) Score Performance Level</p> <p>0-54 (1) 1 55-64 (2) 2 65-84 (3) 3 85-100 (4) 4</p> <p>$\frac{((\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4}))}{\text{\# students}}$</p>
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tested) X 10 = 0 - 20 points

Normal rounding rules will apply to all calculations.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Students in CCLS courses will take both the NYS Comprehensive English Regents and the NYS CC English Regents. The district will use the higher of the two scores for APPR purposes.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective teachers will have a Performance Index, calculated as described above, of 18-20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective teachers will have a Performance Index, calculated as described above, of 9-17 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing teachers will have a Performance Index, calculated as described above, of 3-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective teachers will have a Performance Index, calculated as described above, of 0-2 points.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other Courses	5) District/regional/BOCES-developed	LCSD Developed Grade and Subject Specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The superintendent will approve Local Assessments to be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>Performance Index Calculation</p> <p>Assessment (Rubric) Score Performance Level</p>
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0-54 (1) 1
55-64 (2) 2
65-84 (3) 3
85-100 (4) 4

$$\left(\frac{(\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)}{\# \text{ students tested}} \right) \times 10 = 0 - 20 \text{ points}$$

Normal rounding rules will apply to all calculations. Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Highly Effective teachers will have a Performance Index, calculated as described above, of 18-20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective teachers will have a Performance Index, calculated as described above, of 9-17 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing teachers will have a Performance Index, calculated as described above, of 3-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective teachers will have a Performance Index, calculated as described above, of 0-2 points.

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

(No response)

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.

Any teacher teaching common branch courses with both ELA and Math assessments attached will have their Locally Selected Measure scores combined in equal proportion, i.e., each course specific Performance Index score will have equal weight. All other teachers will include the assessment scores of all students who take approved local assessments in the calculation of the Performance Index score so that individual students are weighted equally, across courses as well, if a teacher teaches multiple courses. Normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, March 19, 2014

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4.1) Teacher Practice Rubric

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

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
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?

Yes

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

(No response)

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

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)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

D. Multiple Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the SED-approved list of rubrics, Danielson’s Framework for Teaching rubric will be used to evaluate classroom teachers.

In order to support continuous professional growth, up to 60 points shall be based on classroom observations, which consist of a combination of at least two (2) classroom observations for tenured teachers and two (2) for probationary teachers of at least fifteen (15) minutes in length. One of these observations will be announced in advance by the lead evaluator and will include a pre-observation conference between the lead evaluator and teacher and a post-observation conference between the lead evaluator and teacher. In the preconference, the teacher may request the lead evaluator to attend the entire lesson. At least one of the other observations will be unannounced. Observations may include video recording or photographs. Teachers may invite observers into a class; teachers may submit videotaped lessons for one of the required observations; and, teachers may request a longer observation if desired, not to exceed one-half hour in length. Music teaching snapshot observations will take place during classroom instruction, not during public performances.

The above referenced observations will take place as outlined below;

Tenured teachers shall have at least one (1) announced classroom observation per year and one (1) unannounced classroom observation per year. The observations shall be completed by May 1st. The observations shall take place in no particular order.

Non-tenured teachers shall have at least (1) announced classroom observation per year and at least one (1) unannounced classroom observation per year. All observations shall take place by May 1st.

Lead evaluators and observers may be different people. Observers collect evidence of effective practice and share this evidence with the observed teacher and lead evaluator. The lead evaluator for each teacher will be identified by September 1 of each year. The committee suggests that lead evaluators be systematically identified as the building principal for each teacher except for special education teachers in all buildings, who may be evaluated by the Director of Special Programs.

These observations will provide the lead evaluator with the data to complete the rubric for Domains 2 (Classroom Environment), 3 (Instruction), and any observable components of Domains 1 and 4. For the announced evaluation, a pre and post observation conference will occur, at which time the teacher will provide the lead evaluator of evidence of Domain 1 (Planning and Preparation). Lead evaluators and observers will provide timely feedback to teachers. See “Timely Provision of Feedback” below.

Use of the Pre-observation Conference Lesson Planning Template and the Post-Observation Reflection Template is suggested to provide evidence for Domain 1 and parts of Domain 4. The classroom teacher may maintain a portfolio or collection of evidence that will serve as artifacts for these domains. A list of potential artifacts and suggested format are included in the appendices. Rubric components evaluated with the support of artifacts will vary across teachers because the amount of evidence gathered through observation will vary across teachers. Artifacts may provide evidence to support component scores but need not.

Evidence will be collected and evaluated with the rubric for each component of each domain. The PDP/APPR committee will recommend a tool for use in communicating about collected evidence of effectiveness for each teaching standard between lead evaluators, observers, and teachers. This tool will monitor and communicate evidence collection so that teachers may include portfolio artifacts to address any gap.

The following process will be used to calculate the number of points for the teacher effectiveness score for each domain. Lead evaluators, certified observers, and teachers will collect evidence. All evidence will be evaluated using the rubric. The rubric’s four levels of performance parallel the HEDI categories. Domain scores based on multiple observations and other evidence will be averaged and weighted then combined into a total average rubric score.

1. For each observation, evidence observed for each rubric component will be rated from 1-4 using the scale below.

Danielson Performance Level SED Performance Level Rating

Unsatisfactory Ineffective 1

Basic Developing 2

Proficient Effective 3

Distinguished Highly Effective 4

2. For each observation, component scores will be averaged to calculate a single Domain score.

3. The final Domain score will be calculated by averaging the Domain scores from each observation.

4. These final Domain scores will be weighted to produce a final rubric score. See the Scoring Chart below for weighting.

Lansing CSD Teacher APPR Scoring Chart

Assessment of Teacher Effectiveness Domain Observation

#1 score Observation #2 score Observation #3 score

Other evidence
score

Subtotal Divided by # of scores Multiply by weight

Domain 1

Planning and Preparation ____x0.25=

Domain 2

The Classroom Environment ____x0.25=

Domain 3

Instruction

____x0.3=

Domain 4

Professional Responsibilities ____x0.2=

Final Score

(sum of last column)

HEDI RATING

Sub-component score (use conversion chart

5. The final HEDI rating will be determined by using the Rubric to HEDI Conversion Table below.

The HEDI scoring bands for this subcomponent follow:

Level Overall rubric average score 60 point distribution for HEDI composite

Ineffective 1-1.4 0-49

Developing 1.5-2.4 50-56

Effective 2.5-3.4 57-58

Highly Effective 3.5-4 59-60

Although we include decimals in the 60 point conversion chart, the final 100 point composite score will be a whole number. The final Other Measures subcomponent score will be rounded using normal rounding rules. In no instance will rounding rules result in a Teacher scoring outside their assigned HEDI band.

Lansing CSD – Danielson’s Framework for Teaching (2007)

Rubric to HEID Scale Scoring Conversion Chart

Identified rubric scores are the minimum values needed to obtain the corresponding HEDI point value.

Total Average Rubric Score Category Conversion score for composite

Ineffective 0-49

1.000 0

1.008 1

1.017 2

1.025 3

1.033 4

1.042 5

1.050 6

1.058 7

1.067 8

1.075 9

1.083 10

1.092 11

1.100 12

1.108 13

1.115 14

1.123 15

1.131 16

1.138 17

1.146 18

1.154 19

1.162 20

1.169 21

1.177 22
1.185 23
1.192 24
1.200 25
1.208 26
1.217 27
1.225 28
1.233 29
1.242 30
1.250 31
1.258 32
1.267 33
1.275 34
1.283 35
1.292 36
1.300 37
1.308 38
1.317 39
1.325 40
1.333 41
1.342 42
1.350 43
1.358 44
1.367 45
1.375 46
1.383 47
1.392 48
1.400 49

Developing 50-56

1.5 50
1.6 50.7
1.7 51.4
1.8 52.1
1.9 52.8
2 53.5
2.1 54.2
2.2 54.9
2.3 55.6
2.4
56.3

Effective 57-58

2.5 57
2.6 57.2
2.7 57.4
2.8 57.6
2.9 57.8
3 58
3.1 58.2
3.2 58.4
3.3 58.6
3.4 58.8

Highly Effective 59-60

3.5 59
3.6 59.3
3.7 59.5
3.8 59.8
3.9 60
4 60.25 (round to 60)

E. Rubric

Based on its inclusion of the SED-approved list of rubrics, the Danielson Framework for Teaching rubric will be used to evaluate classroom teachers. Teachers shall be evaluated annually on the entire rubric.

Rubrics for Enhancing Professional Practice: A Framework for Teaching
Danielson Rubric

F. Professional Development

Professional development objectives for the teacher will be based on the evaluation, in addition to school and/or district priorities.

G. Timely Provision of Feedback

The process will be timely and expeditious in accordance with Education Law 3012c. Unannounced observations will occur on multiple occasions during the course of the school year. Within ten (10) school days of these observations, coded and scored observation notes will be made available to the teacher. The observer and teacher will make every effort (email, note in mailbox, visits, etc.) to have a brief follow-up conversation about any of the rubric dimensions that were observed within the same 10 day window. During this follow-up the teacher and the observer will sign off on the evidence collection document. The signing of this document does not indicate agreement with the opinion of the observer but indicates the parties met and discussed the observation. An electronic copy will be made available to the teacher upon request.

For announced observations, a pre-observation meeting will occur at which time the teacher will present artifacts that pertain to the Planning and Preparation Domain or the Pre-Observation Conference Lesson Planning Form. Following the observation a post-observation meeting will occur at which time the Classroom Environment and Instruction Domains of the rubric will be discussed. The post-observation meeting will occur within ten school days of the observation. Use of the Post-Observation Reflection Template in the post-observation meeting is recommended to provide further evidence. The rating on the "other measures" subcomponent and any of the other two subcomponents for which the evaluation rating is available shall be computed and provided to the educator before the end of the school year for which the performance is being measured (NYSED, 2012. Summary of Revised APPR Provisions.)

Between April 1st and the end of the school year, the teacher and the lead evaluator shall meet to conduct a summative conference. During this conference, the teacher and the lead evaluator will review The NYS Teaching Standards. The teacher will present evidence for these standards. Teachers will also be permitted to submit artifacts pertaining to specific indicators of the rubric that have not been previously evaluated by an administrator.

The final summative evaluation must be completed and provided to 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.

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

assets/survey-uploads/5091/136721-eka9yMJ855/Lansing CSD Danielson to HEDI Conversion Chart_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.

Total average rubric scores from 3.5 to 4 points are mapped to the Highly Effective range of 59-60 points (see uploaded conversion table).

Effective: Overall performance and results meet NYS Teaching Standards.

Total average rubric scores from 2.5 to 3.4 points are mapped to the Effective range of 57-58 points (see uploaded conversion table).

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Total average rubric scores from 1.5 to 2.4 points are mapped to the Developing range of 50-56 points (see uploaded conversion table).
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Total average rubric scores from 1 to 1.4 points are mapped to the Ineffective range of 0-49 points (see uploaded conversion table).

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	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Both

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?

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, March 06, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 Tuesday, April 30, 2013

Updated Wednesday, March 19, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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.

assets/survey-uploads/5265/161203-Df0w3Xx5v6/LANSING CENTRAL SCHOOL DISTRICT TIP.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

- 8.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.
- 8.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
- 8.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. The process will be timely and expeditious and in accordance with Education Law 3012c.
- (1) A teacher who receives an overall composite score/rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.
- (2) A teacher may appeal only
- the substance of his or her performance review,
 - the school district's adherence to standards and methodologies required for such reviews,
 - adherence to applicable regulations of the commissioner of education, and
 - compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
- (3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (4) Appeals concerning a teacher's performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) calendar days after the first contractual day of the school year. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.
- (5) A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a copy to the lead evaluator responsible for the performance review being appealed,
- a detailed description of the precise point(s) of disagreement over his or her performance review, along with
 - any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.
- Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
- (6) Within fifteen (15) calendar days of the Superintendent's receipt of an appeal, the lead evaluator responsible for the performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.
- (7) Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by preponderance of the evidence.
- (8) Within fifteen (15) calendar days of the Superintendent's receipt of an appeal, a teacher will have the opportunity to meet with the Superintendent, or his or her designee, and a teacher panel of 2-3 members to clarify and support the appeal. The appeal panel teachers will be appointed by the Lansing Faculty Association President and approved by the appealing teacher and the Superintendent, or his or her designee.
- (9) The Superintendent or his or her designee shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.
- (10) The decision of the Superintendent or the Superintendent's designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Superintendent's designee shall not be subject to any further appeal.
- (11) If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or the Superintendent's designee, in a timely and expeditious manner. The Superintendent's or designee's performance review may not be reviewed or appealed under this procedure.
- (12) The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

TEACHER IMPROVEMENT PLANS

9.1 If a teacher's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Teacher Improvement Plan (TIP) in consultation with the staff member. Such Plan will be shared with and implemented within ten (10) workdays of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

9.2 The procedures outlined above will also be used for any and all appeals of Teacher Improvement Plans that are issued in accordance with the annual professional performance review plan. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within ten (10) calendar days of the alleged failure of the District to comply with such requirements. The process will follow the same timeline as an appeal based on the composite rating. A teacher may not appeal the implementation of a teacher improvement plan.

9.3 The forms to be used for a TIP are attached to this APPR.

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.

The superintendent will ensure that all observers have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training, in typically eight 3-4 hour sessions, will include training on:

- (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;
- (4) Application and use of the teacher or principal rubric(s), 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 District 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 locally selected measures of student achievement used by the district to evaluate its teachers or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The Superintendent will ensure that lead evaluators participate available annual training beyond the initial training described above and are re-certified on an annual basis. Lead evaluators will annually attend all calibration training sessions provided through the TST BOCES Network Team on an ongoing basis to ensure inter-rater reliability. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Thursday, March 06, 2014

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

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

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

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):

5-8
9-12

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

Please check the boxes below:

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
RC Buckley Elementary, K-4	State assessment	NYS Grade 3 & 4 ELA and Math

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

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.

From baseline data, the Principal in consultation with the superintendent will develop growth target scores for students. The individual growth target scores shall be developed no later than the end of the 7th week of the course. After the NYS 3rd grade ELA and Math assessments are administered and scored, the total number of all students in the SLO meeting the target for their respective class shall be determined. A percentage of students in the building meeting the target will be determined by dividing the number of students meeting the target by the number of students tested.

Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules. See the uploaded chart for each scoring range.

The SLO score will be combined with the state provided growth score based on the NYS 4th grade ELA and Math assessments and weighted according to the number of students represented by each score.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85-100% of students making targets will earn principals a score in the highly effective range.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	67-84 % of students making targets will earn principals a score in the effective range.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-66% of students making targets will earn principals a score in the developing range.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-49% of students making targets will earn principals a score in the ineffective range.

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

assets/survey-uploads/5365/165564-lha0DogRNw/SLO Conversion Table.docx

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:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs:	Checked

<http://www.engageny.org/resource/student-learning-objectives-guidance-document>.

7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, March 31, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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).

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
5-8	(d) measures used by district for teacher evaluation	NYS Grades 5-8 ELA, Math, and Grade 8 Science
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents and NYS CC English Regents exam, NYS Integrated Algebra Regents and the NYS CC Algebra 1 Regents, NYS Geometry Regents, NYS Global History Regents, NYS US History Regents, NYS Living Environment Regents

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Principal Effectiveness will be determined by growth in student achievement on NYS assessments, including Regents Exams. Growth will be determined using the following measurement: (Current year building level proficiency rate, levels 3 and 4 on NYS ELA, Science and Math Assessments or Scaled Score of 65 or above on Regents exams) – (Prior year’s building level proficiency rate, levels 3 and 4 on NYS ELA, Science, and Math Assessments or Scaled Score of 65 or above on Regents exam) = Growth in building level proficiency rate. Rates will be rounded to the nearest tenth of a percent.</p> <p>Students in CCLS courses, who are eligible to take the CC Regents and the non-CC Regents, will be allowed to take both exams. The district will use the higher of the two scores for APPR purposes.</p>
--	--

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

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

(No response)

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

assets/survey-uploads/12190/600208-qBFVOWF7fC/Principals Local Measures Conversion Tables Both.docx

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

In the table below, list all of the grade configurations/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.

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	NYS Grades 3 and 4 ELA and Math

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.	Principal Effectiveness will be determined by growth in student achievement on NYS assessments. Growth will be determined using the following measurement: (Current year building level proficiency rate, levels 3 and 4 on NYS ELA and Math Assessments) – (Prior year's building level proficiency rate, levels 3 and 4 on NYS ELA and Math Assessments) = Growth in building level proficiency rate. Rates will be rounded to the nearest tenth of a percent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be categorized as highly effective with a .9 to 1.0 or greater increase in proficiency rate.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be categorized as effective with a 0 to .8 increase in proficiency rate.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be categorized as developing with a -.6 to -.1 change in proficiency rate.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be categorized as ineffective with a -.7 or less change in proficiency rate.

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

(No response)

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

assets/survey-uploads/5366/165565-T8MIGWUVm1/Principals Local Measures Conversion Table 20 points.docx

8.3) 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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Monday, March 24, 2014

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9.1) Principal Practice Rubric

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

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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":

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is 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:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Multiple Measures of Effectiveness / Scoring of Observations

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based on observations of principals and collection of other evidence conducted by the Superintendent of Schools. Evidence will be collected throughout the school year. Based on the preponderance of the evidence, a final rating will be assigned to each domain.

Procedures governing observations are set forth under "Timely Provisions of Feedback."

The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:

- Domain 1-Shared Vision of Learning: 10 points
- Domain 2-School Culture and Instructional Program: 20 points
- Domain 3-Safe, Efficient, Effective Learning Environment: 10 points
- Domain 4-Community: 5 points
- Domain 5-Integrity, Fairness, and Ethics: 10 points
- Domain 6-Political, Social, Economic, Legal and Cultural Context: 5 points

Timely Provision of Feedback

Principals shall be observed and evaluated by the Superintendent of Schools or his/her designee. The Superintendent will evaluate and score principals in a holistic manner using the MPPR covering all ISLLC Standards.

School Visits

1. The Superintendent will make a minimum three visits to the principal's school for at least one hour each school year.
2. One of the visits from the Superintendent will be unannounced which shall occur between October 1st and April 1st. The Superintendent will meet within fifteen (15) working days after the unannounced visit with the principal to provide feedback on the evidence gathered during the visit.

3. The principal shall invite the Superintendent to the two remaining announced visits and schedule the visits in collaboration with the Superintendent. The principal shall review with the Superintendent at the beginning of the visit the intended evidence to be provided. The Superintendent will meet within fifteen (15) working days after the announced visit with the principal to provide feedback on the evidence gathered during the visit.
4. One of these visits will include a review of formative and summative assessment data for the principal's school as evidence. The principal shall compile and organize their school data for review. The principal will be responsible for leading the discussion through analysis of the data and reflection on what leadership actions are being taken in light of the data.

Timelines and Deadlines

1. Prior to August 15th the Superintendent shall annually schedule and conduct an Annual Pre-Evaluation meeting with all administrators subject to this Plan for the purpose of reviewing the terms and conditions of this Plan, the procedures, processes, and timelines for the execution of the Plan.
2. Between January 1st and February 30th, the Superintendent shall schedule and conduct a Mid-Year Assessment meeting with any principal whose performance is of concern to the Superintendent. The purpose of the meeting is for the Superintendent to identify any performance concerns with the principal since July 1st of the preceding calendar year or any areas for which evidence is needed. The principal shall not be required to present any data or evidence during this meeting; however, the principal may respond to the concerns of the Superintendent. Within ten (10) working days after the Mid-Year Assessment meeting, the Superintendent shall provide to the principal in writing any performance concerns with the principal since July 1st. This document shall not be placed in the principal's District personnel file, but rather shall be considered a written communication between the principal and Superintendent for professional development purposes.
3. Prior to June 15th, the Superintendent shall schedule and conduct a Pre-Evaluation Meeting. The purpose of the Pre-Evaluation Meeting is for the principal to present additional evidence and to discuss with the Superintendent their self-assessment against the principal practice rubric and mutually established goals.
4. By June 30th, the Superintendent shall present to the principal all completed components of the APPR for that school 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.

<assets/survey-uploads/12205/600209-pMADJ4gk6R/Principal Rubric Scoring Guidelines.docx>

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

Highly Effective: Overall performance and results exceed standards.	Principals who earn a combined score on the MPPR between 51 and 60 points will be considered highly effective.
Effective: Overall performance and results meet standards.	Principals who earn a combined score on the MPPR between 41 and 50 points will be considered effective.
Developing: Overall performance and results need improvement in order to meet standards.	Principals who earn a combined score on the MPPR between 31 and 40 points will be considered developing.
Ineffective: Overall performance and results do not meet standards.	Principals who earn a combined score on the MPPR between 0 and 30 points will be considered ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, January 31, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	57-58
Developing	50-56
Ineffective	0-49

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 Tuesday, April 30, 2013

Updated Monday, March 31, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/12168/600211-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLANS revised for NYS 3-14.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

8.1. 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.

8.2 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured principal's annual professional performance review. The procedures contained herein are not available to probationary principals.

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

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

8.5 A principal who receives an overall composite score/rating of "developing" or "ineffective" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

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

8.7 Appeals concerning a principal's performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) calendar days after the first contractual day of the school year. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal's right to appeal that performance review.

8.8 A principal wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee,

- a detailed description of the precise point(s) of disagreement over his or her performance review, along with
- any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.

Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

8.9 Within fifteen (15) calendar days of the Superintendent's receipt of an appeal, the Superintendent or evaluator responsible for the performance review being appealed shall produce a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.

8.10 Under this appeals process the principal has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by preponderance of the evidence.

8.11 Within ten (10) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers trained and approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of trained and approved hearing officers, the Superintendent and Association President shall mutually agree upon three trained hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list. The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than thirty (30) 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, within thirty (30) business days after the hearing officer is selected.
- c. The parties shall have the ability to be represented by either legal counsel, labor relations specialist, school attorney, 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 party with the burden of proof shall present its case first and then the opposing party may refute the presentation. This may include the presentation of material, witnesses and/or affidavits in lieu of testimony; however all materials presented, must have been included under 8.8. and/or 8.9., above.

8.11. A written recommendation on the appeal shall be rendered no later than fifteen (15) business days from the close of the hearing. Such recommendation shall be advisory and shall go to the Board of Education for final determination. The hearing officer's recommendation shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. A copy of the recommendation shall be provided to the Principal, the Superintendent, and the Clerk of the Board of Education. The Board of Education shall then make the final determination on whether to accept or reject the hearing officer's recommendation, in whole or in part, within thirty (30) business days after receiving the written recommendation.

8.12 The decision of the Board of Education shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Board of Education shall not be subject to any further appeal.

8.13 If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the hearing officer and the Board of Education, within a timely and expeditious manner. The Board of Education's performance review may not be reviewed or appealed under this procedure.

8.14 The principal's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

8.15. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal's 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.

8.16. All hearing officer costs of the appeals process shall be the responsibility of the District.

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

Any appeals process will be completed within the 100 business day timeline outlined above. Principal Improvement Plans may not be appealed.

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.

EVALUATOR TRAINING

5.1 The Superintendent will ensure that he/she and any evaluators of principals have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator trainings and lead evaluator training as offered in accordance with SED procedures and processes. In typically four 2-3 hours long sessions, lead evaluator training will include training on:

- (1) The ISLLC Leadership 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;
- (4) Application and use of the principal or principal rubric(s), including training on the effective application of such rubrics to observe a principal or principal's practice;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom principals or building principals, including but not limited to, structured portfolio reviews; student, parent, principal and/or community surveys; professional growth goals and school improvement goals, etc.;

- (6) Application and use of any locally selected measures of student achievement used by the district to evaluate its principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the principals' overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating principals of English language learners and students with disabilities.

The Superintendent will ensure that lead evaluators and evaluators participate in any available training and are re-certified by the Board of Education on an annual basis. The BOCES Network Team will be utilized to provide the training. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. The training will address 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 Tuesday, April 30, 2013

Updated Wednesday, April 09, 2014

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.

[assets/survey-uploads/12158/600212-3Uqgn5g9Iu/District Certification 4-8-14.pdf](assets/survey-uploads/12158/600212-3Uqgn5g9Iu/District%20Certification%204-8-14.pdf)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Lansing Central School District HEDI Score Conversion Chart for SLOs

HEDI Range	HEDI Score	% of students making target
Highly Effective	20	96-100%
	19	90-95%
	18	85-89%
Effective	17	83-84%
	16	81-82%
	15	79-80%
	14	77-78%
	13	75-76%
	12	73-74%
	11	71-72%
	10	69-70%
	9	67-68%
Developing	8	65-66%
	7	63-64%
	6	61-62%
	5	59-60%
	4	55-58%
	3	50-54%
Ineffective	2	40-49%
	1	30-39%
	0	0-29%

Lansing CSD – Danielson’s Framework for Teaching (2007) Rubric
to HEDI Scale Score Conversion Chart

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

1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

LANSING CENTRAL SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
TEACHER IMPROVEMENT PLAN (TIP)

If a teacher's performance is evaluated as "ineffective" or "developing", the staff member shall be required to develop a Teacher Improvement Plan (the TIP) in consultation with the lead evaluator. The TIP should be developed any time after the final evaluation has been completed, but no later than the tenth (10th) day of the new school year. The TIP shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

A TIP shall be developed in consultation with the teacher. Union representation shall be afforded at the teacher's request. At the end of a mutually agreed upon timeline, the teacher, administrator(s), and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

The plan will describe the professional learning activities that the teacher must complete. These activities will be connected to the areas needing improvement. The artifacts that the teacher must produce that could serve as benchmarks for improvement and as evidence for the successful completion of their improvement plan will be described and could include such items as lessons, student work, or unit plans.

A TIP is completed collegially between the teacher whose rating is "developing" or "ineffective" and his or her lead evaluator. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

Elements of the Teacher Improvement Plan

Teacher: _____ Employee ID: _____ Tenure Area: _____ Date of Plan Start: _____

Lead Evaluator: _____ School: _____ Position: _____ Date of Plan End: _____

Plan Development Participants sign off:

1. (Teacher) _____

2. (Evaluator) _____

3. (Mentor, if assigned) _____

4. (Union Representative, if requested) _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

- Planning and Preparation** **Learning Environment** **Instructional Practice** **Professional Responsibilities**

Goals to address in areas identified above:	Activities to support improvement:	How will improvement be assessed?	Timeline: (include date to assess Plan progress and effectiveness with committee.)

Lansing Central School District
SLO Conversion Table – Student Targets Met to HEDI Component Score

% of Students Meeting SLO Target	Points For Local Measure
96-100	20
90-95	19
85-89	18
83-84	17
81-82	16
79-80	15
77-78	14
75-76	13
73-74	12
71-72	11
69-70	10
67-68	9
65-66	8
63-64	7
61-62	6
59-60	5
55-58	4
50-54	3
40-49	2
30-39	1
0-29	0

Lansing Central School District
 Principals Local Measures Conversion Table –
 Building Level Growth in Proficiency Rate to HEDI Scale Score (20 points scale)

Growth in Proficiency	Points For Local Measure
Greater than 1.0	20
1.0	19
.9	18
.8	17
.7	16
.6	15
.5	14
.4	13
.3	12
.2	11
.1	10
0.0	9
-.1	8
-.2	7
-.3	6
-.4	5
-.5	4
-.6	3
-.7	2
-.8	1
-.9 or less	0

Lansing Central School District
 Conversion Table for Principals Local Measures –
 Change in Proficiency Rate to HEDI Scale Score

Growth in Proficiency	Points For Local Measure
1.0 plus	15
.9	14
.8	14
.7	13
.6	13
.5	12
.4	12
.3	11
.2	10
.1	9
0	8
-.1	7

-2	7
-3	6
-4	6
-5	5
-6	4
-7	3
-8	2
-9	1
-1.0 or less	0

Lansing Central School District
 Principals Local Measures Conversion Table –
 Building Level Growth in Proficiency Rate to HEDI Scale Score (20 points scale)

Growth in Proficiency	Points For Local Measure
Greater than 1.0	20
1.0	19
.9	18
.8	17
.7	16
.6	15
.5	14
.4	13
.3	12
.2	11
.1	10
0.0	9
-.1	8
-.2	7
-.3	6
-.4	5
-.5	4
-.6	3
-.7	2
-.8	1
-.9 or less	0

Lansing Central School District
MPPR Weighting of Domains 1-6

Rubric Scoring Guidelines	Weighted Points Distribution	Ineffective	Developing	Effective	Highly Effective
Domain 1 - Shared Vision of Learning	10	0-4	5-6	7-8	9-10
Domain 2 - School Culture and Instructional Program	20	0-9	10-13	14-16	17-20
Domain 3 - Safe, Efficient, Effective Learning Environment	10	0-4	5-6	7-8	9-10
Domain 4 - Community	5	0-1	2-3	4	5
Domain 5 - Integrity, Fairness, Ethics	10	0-4	5-6	7-8	9-10
Domain 6 - Political, Social, Economic, Legal, and Cultural Context	5	0-1	2-3	4	5

Principal Other Measures (60 points) Conversion Table
Multi-Dimensional Principal Practice Rubric to HEDI Scale Score

Rubric Score	HEDI Category	Conversion to HEDI Scale
55-60	Highly Effective 59-60	60
51-54		59
45-50	Effective 57-58	58
41-44		57
39-40	Developing 50-56	56
37-38		55
35-36		54
34		53
33		52
32		51
31		50
30	Ineffective 0-49	49
29		48
28		47
27		46

26		45
25		44
24		43
23		42
22		41
21		40
20		39
19		38
18		37
17		36
16		35
15		34
14		33
13		32
12		31
11		30
10		29
9		28
8		27
7		26
6		25
5		24
4		23
3		22
2		21
1.95		20
1.9		19
1.85		18
1.8		17
1.75		16
1.7		15
1.65		14
1.6		13
1.55		12
1.5		11
1.45		10
1.4		9
1.35		8
1.3		7
1.25		6
1.2		5

1.15		4
1.10		3
1.05		2
1.025		1
0-1		0

Professional Improvement Plans Section for Lansing Central School District

If a principal's performance is evaluated as "ineffective" or "developing", the staff member shall be required to develop a Professional Improvement Plan (PIP) in consultation with the evaluator. The PIP should be developed any time after the final evaluation has been completed, but no later than the tenth (10th) day of the new school year. The PIP shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

A PIP shall be developed in consultation with the principal. Union representation shall be afforded at the principal's request. At the end of a mutually agreed upon timeline, the principal, evaluator(s), and mentor (if one has been assigned), and a union representative (if requested by the teacher or principal) shall meet to assess the effectiveness of PIP in assisting the principal to achieve the goals set forth in PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

The PIP will describe the professional learning activities that the principal must complete. These activities will be connected to the areas needing improvement. The artifacts that the principal must produce that could serve as benchmarks for improvement and as evidence for the successful completion of their improvement plan will be described and could include such items as observation notes, meeting agendas, calendars or communications like emails.

A PIP is completed collegially between the principal whose rating is "developing" or "ineffective" and his or her lead evaluator. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

Elements of Professional Improvement Plan

Principal:

School:

Date of Plan Start:

Evaluator:

Date of Plan End:

Plan Development Participants sign off:

1. (Principal) _____

2. (Evaluator) _____

3. (Mentor, if assigned) _____

4. (Union Representative, if requested) _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

- Shared Vision of Learning**
 School Culture and Instructional Program
 Safe, Efficient, Effective Learning Environment
 Community
 Integrity, Fairness, Ethics
 Political, Social, Economic, Legal, Cultural Context

Goals to address in areas identified above:	Activities to support improvement:	How will improvement be assessed?	Timeline: (include date to assess Plan progress and effectiveness with committee.)

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.

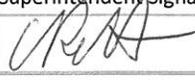
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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

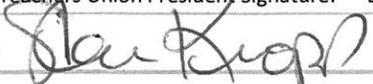
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

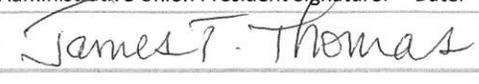
Superintendent Signature: Date:

 4/7/14

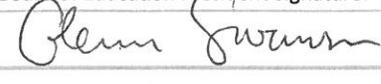
Teachers Union President Signature: Date:

 4/7/14

Administrative Union President Signature: Date:

 4/8/14

Board of Education President Signature: Date:

 4/7/14