



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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November 2, 2012

Kim Cox, Superintendent
Le Roy Central School District
2-6 Trigon Park
Le Roy, NY 14482

Dear Superintendent Cox:

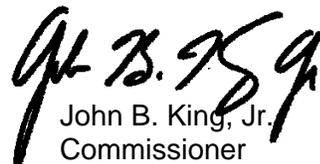
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Michael A. Glover

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Wednesday, October 24, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 181001060000

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

181001060000

1.2) School District Name: LE ROY CSD

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

Le Roy CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 17, 2012

Updated Tuesday, October 30, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District is using a general process for assigning HEDI categories for all grade levels/subjects in this subcomponent. The process is set forth in the table and graphic at 2.11 below
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% or more of students will meet or exceed the student learning objectives
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	73%-89% of students will meet or exceed the student learning objectives
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	56%-72% of students will meet or exceed the student learning objectives
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	55 % or less of students will meet or exceed the student learning objectives

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	GVEP BOCES K Regional Math summative assessment
1	District, regional, or BOCES-developed assessment	GVEP BOCES 1st grade Regional Math summative assessment
2	District, regional, or BOCES-developed assessment	GVEP BOCES 2nd grade Regional Math summative assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District is using a general process for assigning HEDI categories for all grade levels/subjects in this subcomponent. The process is set forth in the table and graphic at 2.11 below
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	55 % or less of students will meet or exceed the student learning objectives

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	none
7	District, regional or BOCES-developed assessment	GVEP BOCES 7th grade science Regional Science summative assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District is using a general process for assigning HEDI categories for all grade levels/subjects in this subcomponent. The process is set forth in the table and graphic at 2.11 below
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	55 % or less of students will meet or exceed the student learning objectives

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	none
7	District, regional or BOCES-developed assessment	GVEP BOCES 7th grade Regional Social Studies summative assessment
8	District, regional or BOCES-developed assessment	GVEP BOCES 8th grade Regional Social Studies summative assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District is using a general process for assigning HEDI categories for all grade levels/subjects in this subcomponent. The process is set forth in the table and graphic at 2.11 below
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% or more of students will meet or exceed the student learning objectives
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Developing (3 - 8 points) Results are below District goals for similar students.	56%-72% of students will meet or exceed the student learning objectives
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	55 % or less of students will meet or exceed the student learning objectives

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	GVEP BOCES developed Global 1 Summative Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District is using a general process for assigning HEDI categories for all grade levels/subjects in this subcomponent. The process is set forth in the table and graphic at 2.11 below
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Developing (3 - 8 points) Results are below District goals for similar students.	56%-72% of students will meet or exceed the student learning objectives
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	55 % or less of students will meet or exceed the student learning objectives

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District is using a general process for assigning HEDI categories for all grade levels/subjects in this subcomponent. The process is set forth in the table and graphic at 2.11 below
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	55 % or less of students will meet or exceed the student learning objectives

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District is using a general process for assigning HEDI categories for all grade levels/subjects in this subcomponent. The process is set forth in the table and graphic at 2.11 below
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% or more of students will meet or exceed the student learning objectives
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	55 % or less of students will meet or exceed the student learning objectives

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	GVEP BOCES ELA 9 Summative Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GVEP BOCES ELA 10 Summative Assessment
Grade 11 ELA	Regents assessment	NYS Grade 11 English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District is using a general process for assigning HEDI categories for all grade levels/subjects in this subcomponent. The process is set forth in the table and graphic at 2.11 below
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Developing (3 - 8 points) Results are below District goals for similar students.	56%-72% of students will meet or exceed the student learning objectives
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	55 % or less of students will meet or exceed the student learning objectives

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
For all other course not mention above	District, Regional or BOCES-developed	GVEP BOCES developed course or grade/subject specific summative 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District is using a general process for assigning HEDI categories for all grade levels/subjects in this subcomponent. The process is set forth in the table and graphic at 2.11 below
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Effective (9 - 17 points) Results meet District goals for similar students.	73%-89% of students will meet or exceed the student learning objectives
Developing (3 - 8 points) Results are below District goals for similar students.	56%-72% of students will meet or exceed the student learning objectives
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	55 % or less of students will meet or exceed the student learning objectives

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/5364/130698-TXEttx9bQW/HEDI Scoring for SLOs_1.doc

2.12) Locally Developed Controls

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

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

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, May 17, 2012

Updated Tuesday, October 30, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessment
5	6(ii) School wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessment

6	6(ii) School wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessment
7	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
8	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Grades 4-6: The average of passing percentages on the summative 4-6 ELA and Math summative GVEP BOCES regionally developed assessments. Grades 7-8: The average of passing percentages on the GVEP BOCES regionally developed summative assessments, 7th and 8th grade ELA and Math, and Algebra, English, Global History, Living Environment and US History regents.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Assessment
5	6(ii) School wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Assessment
6	6(ii) School wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Assessment

7	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
8	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Grades 4-6: The average of passing percentages on the summative 4-6 ELA and Math summative GVEP BOCES regionally developed assessments. Grades 7-8: The average of passing percentages on the GVEP BOCES regionally developed summative assessments, 7th and 8th grade ELA and Math, and Algebra, English, Global History, Living Environment and US History regents.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

Locally-Selected Measure from List of Approved Measures	Assessment
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K	6(ii) School-wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessment
1	6(ii) School-wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessment
2	6(ii) School-wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessment
3	6(ii) School-wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Grades 4-6: The average of passing percentages on the summative 4-6 ELA and Math summative GVEP BOCES regionally developed assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessments
1	6(ii) School-wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessments
2	6(ii) School-wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessments
3	6(ii) School-wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessments

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.	Grades 4-6: The average of passing percentages on the summative 4-6 ELA and Math summative GVEP BOCES regionally developed assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-85% passing percentage on the assessments
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessments
7	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
8	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents

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.	Grades 4-6: The average of passing percentages on the summative 4-6 ELA and Math summative GVEP BOCES regionally developed assessments. Grades 7-8: The average of passing percentages on the GVEP BOCES regionally developed summative assessments, 7th and 8th grade ELA and Math, and Algebra, English, Global History, Living Environment and US History regents .
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	GVEP BOCES Regional 4-6 ELA and Math Summative Assessments
7	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
8	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents

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.	Grades 4-6: The average of passing percentages on the summative 4-6 ELA and Math summative GVEP BOCES regionally developed assessments. Grades 7-8: The average of passing percentages on the GVEP BOCES regionally developed summative assessments, 7th and 8th grade ELA and Math, and Algebra, English, Global History, Living Environment and US History regents .
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Global 2	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
American History	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The average of passing percentages on the GVEP BOCES regionally developed summative assessments, 7th and 8th grade ELA and Math, and Algebra, English, Global History, Living Environment and US History regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Earth Science	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Chemistry	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Physics	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents

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.	The average of passing percentages on the GVEP BOCES regionally developed summative assessments, 7th and 8th grade ELA and Math, and Algebra, English, Global History, Living Environment and US History regents .
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Geometry	6(i) School-wide measure based on State-provided measure	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Algebra 2	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The average of passing percentages on the GVEP BOCES regionally developed summative assessments, 7th and 8th grade ELA and Math, and Algebra, English, Global History, Living Environment and US History regents .
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Grade 10 ELA	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Grade 11 ELA	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History 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.

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 average of passing percentages on the GVEP BOCES regionally developed summative assessments, 7th and 8th grade ELA and Math, and Algebra, English, Global History, Living Environment and US History regents .
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education 7-12	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Physical Education pre K-6	6(ii) School wide measure computed locally	GVEP Regional developed summative assessments in ELA and Math for grades 4, 5, and 6
pre-k-6 Art	6(ii) School wide measure computed locally	GVEP Regional developed summative assessments in ELA and Math for grades 4, 5, and 6

7-12 Art	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Music prek-6	6(ii) School wide measure computed locally	GVEP Regional developed summative assessments in ELA and Math for grades 4, 5, and 6
Music 7-12	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Health 7-12	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Business	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Technology	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
LOTE, French, Spanish and Latin	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Family Consumer Science	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
AP American Government	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
AP Biology	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
AP Calculus	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Consumer Math	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Economics	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Modern Topics in Math	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Statistics	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Us Government	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents
Pre- calculus	6(ii) School wide measure computed locally	GVEP BOCES Regional 7 and 8th ELA and Math Summative Assessments and Global, Living Environment, Algebra, English and US History Regents

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.	Grades 4-6: The average of passing percentages on the summative 4-6 ELA and Math summative GVEP BOCES regionally developed assessments. Grades 7-12: The average of passing percentages on the GVEP BOCES regionally developed summative assessments, 7th and 8th grade ELA and Math, and Algebra, English, Global History, Living Environment and US History .
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85-100% passing percentage on the assessments
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% passing percentage on the assessments
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-64% passing percentage on the assessments
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% passing percentage on the assessments

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/130699-y92vNseFa4/updated100pt conversion w 20-15.doc

3.14) Locally Developed Controls

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

no controls

3.15) Teachers with More Than One Locally Selected Measure

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

Individual scores will be calculated based on weighted average on percentage of enrolled students.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 17, 2012

Updated Thursday, November 01, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The sixty points will be determined from observations, (10 unannounced, 30 announced) and (20) artifacts in the summative review. Attachments below show the distributions of the scores and how they will be converted to the HEDI ratings.

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.

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.	The Danielson's 2011 compomnents overall score will be at the Distinguished level, 3.5-4.
Effective: Overall performance and results meet NYS Teaching Standards.	The Danielson's 2011 compomnents overall score will be at the Proficient level, 2.5-3.4
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The Danielson's 2011 compomnents overall score will be at the Basic level, 1. 5-2.4.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The Danielson's 2011 compomnents overall score will be at the Unsatisfactory level, 1-1.4.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, August 09, 2012

Updated Wednesday, October 24, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, August 09, 2012

Updated Wednesday, October 24, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/161188-Df0w3Xx5v6/Le Roy Teacher Tip Plan.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

VI. APPEAL PROCEDURES

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 or administrators.

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.

(1) A teacher who receives a rating of "ineffective" or "developing" may appeal his or her performance review.

(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 date when the teacher receives his/her performance review. 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 staff member whose performance review is 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 staff member 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 appealing the review 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 the preponderance of the credible evidence.

(8) 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 or principal filed his or her appeal. When the Superintendent is the person who has prepared a performance review, and that review is subject to appeal, his/her designee shall determine the appeal.

(9) 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.

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

(11) The failure of a teacher or principal to comply with the requirements of these procedures shall result in a waiver and/or denial of the appeal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Administrators will be trained on Charlotte Danielson's 2011 Frameworks of Teaching.

Trained evaluators participate in training by GVEP BOCES network team on an ongoing basis. They will be trained on all nine of the components required prior to conducting a formal evaluation. This is approximately 30 hours.

All administrators responsible for observation and evaluation will participate in other trainings designed by the GVEP and JMT BOCES network trainers to sharpen observational skills and review criteria to be evaluated and methods of evaluation in accordance with the State Department of Education requirements.

All administrators responsible for observing and evaluating teachers will be recertified annually after going through a district calibration process. This process will include test of inter-rater reliability. The Board of Education will annually recertify all administrators involved in observation and evaluation.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, August 27, 2012

Updated Wednesday, October 24, 2012

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

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

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

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

prek-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

[assets/survey-uploads/5365/169111-lha0DogRNw/HEDI Scoring for SLOs.doc](#)

7.4) Special Considerations for Comparable Growth Measures

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

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

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, August 27, 2012

Updated Tuesday, October 30, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
pre-k-6	(d) measures used by district for teacher evaluation	GVEP BOCES Regional 4-6 ELA and Math Summative Assessment
7-12	(d) measures used by district for teacher evaluation	GVEP BOCES Regional 7-8 ELA and Math Summative assessments and English, Algebra, Living Environment, US History and Global Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>Pre-K 6: Percentage of students achieving a 65% or above on the ELA and Math 4, 5, and 6th grade regionally developed summative assessments.</p> <p>7-12: Percentage of students achieving a 65% or above on the ELA and Math regional 7th and 8th grade summative assessments and on the English, Global, US History, Living Environment and Algebra Regents.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage passing rate is 85% or above on the listed assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage passing rate is 65-84% on the listed assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	The percentage passing rate is 55-64% on the listed assessments.

grade/subject.

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

The percentage passing rate is 0-54% on the listed assessments.

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

(No response)

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

assets/survey-uploads/5366/169113-qBFVOWF7fC/updated100pt conversion w 20-15.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

no controls

8.4) Principals with More Than One Locally Selected Measure

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

NA

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, September 05, 2012

Updated Thursday, November 01, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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.

The principal's evaluation will be based on at least 9 visits of 30 minutes or more to the school while in session. Visits will be completed by June 1st. Two additional sources of information for the superintendent's consideration in utilizing the rubrics shall be:

- a) A collection of artifacts related to the components of the rubric. These shall be provided to the superintendent by June 1st.*
- b) The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management. I.e. Analysis of the NYS report card Data and actions to be taken as a result of the analysis, no later than Oct 31. The superintendent will review of related initiatives and actions of the principals over the year as well as the availability and utilization of the district provided resources. This review will take place no later than June 1st.*

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

assets/survey-uploads/5143/172257-pMADJ4gk6R/Le Roy Principal's eval plan_5.doc

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

Highly Effective: Overall performance and results exceed standards.	Principals who score 3.5-4.0 as outlined above will have an overall scoring range of 59-60 based on the conversion chart attached under 9.7.
Effective: Overall performance and results meet standards.	Principals who score 2.5-3.4 as outlined above will have an overall scoring range of 57-58 based on the conversion chart attached under 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	Principals who score 1.5-2.4 as outlined above will have an overall scoring range of 50-56 based on the conversion chart attached under 9.7.
Ineffective: Overall performance and results do not meet standards.	Principals who score 1.0-1.4 as outlined above will have an overall scoring range of 0-49 based on the conversion chart attached under 9.7.

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	9
By trained administrator	0
By trained independent evaluator	0
Enter Total	9

Tenured Principals

By supervisor	9
By trained administrator	0
By trained independent evaluator	0
Enter Total	9

10. Composite Scoring (Principals)

Created Wednesday, September 05, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, September 05, 2012

Updated Wednesday, October 24, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/172403-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN.doc](#)

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:

Appeal Process

1.1 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 administrators.

1.2 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.

- (1) A principal who receives a rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed.
- (2) A principal 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 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.
- (4) 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 date when the principal receives his/her performance review. 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.
- (5) 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, with a copy to the staff member whose performance review is 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 staff member 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 principal appealing the review 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 the preponderance of the credible evidence.
- (8) 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 principal filed his or her appeal. When the Superintendent is the person who has prepared a performance review, and that review is subject to appeal, his/her designee shall determine the appeal.
- (9) 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. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.
- (10) 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. This performance review may not be reviewed or appealed under this procedure. The failure of a principal to comply with the requirements of these procedures shall result in a waiver and/or denial of the appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Evaluators will be trained on Charlotte Danielson’s 2011 Frameworks of Teaching.

Trained evaluators participate in training by GVEP BOCES network team on an ongoing basis. They will be trained on all nine of the components required prior to conducting a formal evaluation. This is approximately 30 hours.

All administrators responsible for observation and evaluation will participate in other trainings designed by the GVEP and JMT BOCES network trainers to sharpen observational skills and review criteria to be evaluated and methods of evaluation in accordance with the State Department of Education requirements.

All evaluators responsible for observing and evaluating teachers/principals will be recertified annually after going through a district calibration process. This process will include test of inter-rater reliability. The Board of Education will annually recertify all administrators involved in observation and evaluation.

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	Checked
---	---------

the building principal's performance is being measured.	
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 Wednesday, September 05, 2012

Updated Thursday, November 01, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/172506-3Uqgn5g9Iu/Le Roy Cert 10-30-12_1.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.

Converting to Subcomponent Score

Once you have the average rating, it should be converted to a sub-component score using the attached chart.

Throughout the Le Roy APPR Plan, 65% is considered passing.

*Can be used with any assessment scored on a 100 point scale.

Based on a 100 Point Scale	20 Point Conversion	15 point Conversion
Ineffective		
0-14	0	0
15-27	1	1
28-40	2	1
41-53	2	2
54	3	2
Developing		
55	3	3
56	4	3
57	4	4
58	5	4
59	5	5
60	6	5
61	7	6
62	7	6
63	8	7
64	8	7
Effective		
65-66	9	8
67-68	10	9
69-70	11	10
71-72	12	10
73-74	13	11
75-76	14	11
77-78	14	12
79-80-81	15	12
82-83	16	13
84	17	13
Highly Effective		
85-86-87	18	14
88-89-90	18	14
91-92-93	19	14
94-95-96	19	15
97-98-99	20	15
100	20	15

Converting to Subcomponent Score

Once you have the average rating, it should be converted to a sub-component score using the attached chart.

Throughout the Le Roy APPR Plan, 65% is considered passing.

*Can be used with any assessment scored on a 100 point scale.

Based on a 100 Point Scale	20 Point Conversion	15 point Conversion
Ineffective		
0-14	0	0
15-27	1	1
28-40	2	1
41-53	2	2
54	3	2
Developing		
55	3	3
56	4	3
57	4	4
58	5	4
59	5	5
60	6	5
61	7	6
62	7	6
63	8	7
64	8	7
Effective		
65-66	9	8
67-68	10	9
69-70	11	10
71-72	12	10
73-74	13	11
75-76	14	11
77-78	14	12
79-80-81	15	12
82-83	16	13
84	17	13
Highly Effective		
85-86-87	18	14
88-89-90	18	14
91-92-93	19	14
94-95-96	19	15
97-98-99	20	15
100	20	15

HEDI Scoring

HEDI Criteria within State-Provided Growth Measures
 1. A generic HEDI criteria and scoring framework will be used for Comparable Growth SLOs as shown in the chart below.
 2. The SLO targets will set goals consistent with the above generic HEDI criteria
 3. The SLOs will be set based upon the NYS learning standards and in a manner to target a least one year of academic growth.

Highly Effective	Effective	Developing	Ineffective
The work of the teacher results in extraordinary student academic growth beyond expectations during the school year (18-20 points)	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. (9-17 points)	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. (3-8 points)	The work of the teacher does not result in acceptable student academic growth. (0-2 points)
Greater than 90% of the students meet the Student Learning Objective as set forth on the scale below	At least 73% of students meet the Student Learning Objective as set forth on the scale below	At least 56% of students meet the Student Learning Objective as set forth on the scale below	50% or less of students meet the Student Learning Objective as set forth on the scale below.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
>94	93-94	90-92	88-89	86-87	83-85	81-82	80	78-79	76-77	75	73-74	70-72	68-69	66-67	65	61-64	56-60	50-55	30-49	<30

I. APPENDIX B

Le Roy CSD Informal Walk Through(unannounced)

Teacher:

Class:

Date:

Time:

Indicator Being Observed	Rubric Component	Rubric Indicators* *List provided for ease of review- may be included but not limited to...	1	2	3	4
			ineffective	developing	effective	Highly effective
1. The learning objective is clearly articulated or posted.	3a	<ul style="list-style-type: none"> -Clarity of lesson purpose -Clear directions and procedures specific to the lesson activity -Absence of content errors and clear expectations of concepts -Students understand the content -Correct use of language 				
2. Students are actively engaged.	3c	<ul style="list-style-type: none"> -Activities aligned with the goals of the lesson -Student enthusiasm, interest, thinking, problem-solving, etc -Learning tasks that require high-level student thinking and are aligned with lesson objectives -Students highly motivated to work on all tasks and are persistent even when the tasks are challenging -Students actively "working," rather than watching while their teacher "works." -Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection 				
3. Classroom management is evident	2d	<ul style="list-style-type: none"> -Clear standards of conduct, possibly posted, and possibly referred to during a lesson -Absence of acrimony between teacher and students concerning behavior -Teacher awareness of student conduct -Preventive action when needed by the teacher -Fairness -Absence of misbehavior -Reinforcement of positive behavior 				
4. Instruction and assessment of learning are integrated.	3d	<ul style="list-style-type: none"> -Teacher paying close attention to evidence of student understanding -Teacher circulating to monitor student learning and to offer feedback -Teacher adjusting instruction in response to evidence of student understanding (or lack of it) 				
5. Effective use of question and discussion techniques	3b	<ul style="list-style-type: none"> - Questions of high cognitive challenge, formulated by both students and teacher - Effective use of student responses and ideas - Discussion with the teacher stepping out of the central, mediating role 				

Total _____ **divided by 5** **x .17 =** _____
10/60

Teacher Signature and Date

Administrator Signature and Date

XI. APPENDIX C

Le Roy CSD Formal Classroom Observation

Teacher's Name _____ Observer's Name _____

School _____ Observation Date: _____ Lesson Observed: _____

Pre Observation Form Completed and Date Conference Held: _____

Post Observation Form Completed and Date Conference Held: _____

Lesson Summary: (The lesson is outlined and specific examples of each domain and NYS teaching standards are noted here)

Domain 2: The Classroom Environment				
1	2	3	4	
				2a Creating an Environment of Respect and Rapport
				2b Establishing a Culture for Learning
				2c Managing Classroom Procedures
				2d Managing Student Behavior
				2e Organizing Physical Space
Domain 3: Instruction				
1	2	3	4	
				3a Communicating with Students
				3b Using Questioning and Discussion Techniques
				3c Engaging Students in Learning
				3d Using Assessment in Instruction
				3e Demonstrating Flexibility and Responsiveness
				Pre-conference
				Post Conference

Total _____ divided by 12 X $\frac{.5}{30/60}$ = _____

Discussion and comments: **(The evaluator will summarize the post conference conversation, citing any additional evidence of each of the domains or teaching and/or the 7 teaching standards)**

Recommendations (**explicit areas for growth or enhancement**)

Teacher comments (**Teacher's response if desired to be included**)

Administrator signature and date

Teacher signature and date

Le Roy CSD Domain 1 and 4 Artifact and Evidence for Summative Review

F-1

Teacher's Name _____

Evaluator's Name _____

School _____

School Year _____

Domain 1: Planning and Preparation

Domain 1: Planning and Preparation					
1	2	3	4	Elements:	Artifacts and evidence to be reviewed may include but will not be limited to the following items*:
				1a Demonstrating Knowledge of Content and Pedagogy	Pre Observation, Student Work Lesson Plans, Unit Design
				1b Demonstrating Knowledge of Students	Pre Observation Lesson Plans, Student Work Teacher Designed Assessments Unit Design
				1c Setting Instructional Outcomes	Pre Observation Calendar Lesson Plans Plan Book Teacher Designed Assessments, Student Work Teacher Designed Curriculum Maps, Units
				1d Demonstrating a Knowledge of Resources	Pre Observation Lesson Plans, Unit Design, Student Work
				1e Designing Coherent Instruction	Lesson Plans Calendar Assessments Plan Book Curriculum Maps Student Work Unit Design
				1f Designing Student Assessments	Lesson Plans, Calendar, Plan Book Teacher Designed Assessments and Assignments, Student Work

Domain 4: Professional Responsibilities

F-2

				Components:	Artifacts and evidence to be reviewed may include but will not be limited to the following items*:
1	2	3	4		
				4a Reflecting on Teaching	Informal Walk Through Protocol Post Observation Conference Lesson Plan(s)
				4b Maintaining Accurate Records	Attendance/Grade Book Report Cards and Progress Reports Student Monitoring
				4c Communicating with Families	Contact Log Parent Conference Sign In Sheets Emails, Websites Report Cards and Progress Reports
				4d Participating in a Professional Community	Attendance at and Participation in Grade Level and Department Meetings Participation in school and district, i.e. Staff Development Days, Workshops, Conferences
				4e Growing and Developing Professionally	Workshops, Conferences, Staff Development Days, Grade level or Department Meetings, Data Teams, etc. Curriculum Writing, Assessment Design (SLOS) Participation in Book Study Groups, Committees Membership and Participation in Professional Organizations Participation in Peer Observations, Action Research, Lesson Study
				4f Showing Professionalism	Goal setting (1 goal aligned to building and district goals) Evidence related to NYS Teaching Standards

Total Score _____ **divided by 12** **x .33=** _____
20/60

 (Teacher Signature and Date)

 (Administrator Signature and Date)

Summative Report Form

Name of Teacher: _____

Date: _____

Grade or Subject Assignment: _____

Name of Evaluator: _____

I. Goal Reflection:

II. Domain I: Planning and Preparation: (evidence of success or growth needed in each area)

III. Domain II: Classroom Management:

IV. Domain III: Instruction:

V. Domain IV: Professional Responsibilities:

VI. Goal setting for enhancing practice:

VII. Measures of effectiveness score

Informal/unannounced _____ (domains 2 and 3)
Formal/announced _____ (domains 1,2 and 3)
Summative _____ (domains 1 and 4)

Total for 60: **Overall Rubric score** _____ (out of 4)

Conversion = _____ / 60

2012-13 Final Rating

Component	Score
Growth Component ___/20	
Local Component ___/20	
Teaching Standards ___/60	
TOTAL	

Scoring Range

Rating Categories	Overall Composite Score
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Teacher Signature and Date

Administrator Signature and Date

XI. APPENDIX G: CONVERSION CHARTS

20% local measures - Conversion Charts for Assessments Scored on 0-100 Scale

Example Scoring Methodology for the 20% local

How scores on the locally-selected assessments will translate to HEDI categories must be collectively bargained. The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first rate his or her average student scores on the target area on the assessments. The rating will determine where the teacher falls in the HEDI categories, and then the points are applied.

Calculating Steps

Taking into account the SED preset scales, the Le Roy Central School District and the LTA negotiates the point distribution for each rating category. This will be converted into a numerical effectiveness score using conversion charts. Depending on the assessments selected there are different methodologies that can be used for this conversion.

For the 2012-13 score year the Le Roy Central School District and the LTA have agreed to use a school wide local measure computed by the district as the local measure of achievement.

(0-100%) converted to a 20 point score using the conversion chart located in Appendix G-1, pg. 26

Using a 0-100 Point Scale

Assessments are scored on a 0-100 scale, and will be converted to a 1-4 scale to determine the rating category. The attached conversion on page 26 shows how this can be done.

For example:

80% of the students met the target

Converts to 15.3 points out of 20 or 12 out of 15

G-1**Converting to Subcomponent Score**

Once you have the average rating, it should be converted to a sub-component score using the attached chart.

Throughout the Le Roy APPR Plan, 65% is considered passing.

0-100 Point Scale Conversion Chart*		
Based on a 100 Point Scale	20 Point Conversion	15 point Conversion
Ineffective		
0-14	0	0
15-27	1	1
28-40	2	1
41-53	2	2
54	3	2
Developing		
55	3	3
56	4	3
57	4	4
58	5	4
59	5	5
60	6	5
61	7	6
62	7	6
63	8	7
64	8	7
Effective		
65-66	9	8
67-68	10	9
69-70	11	10
71-72	12	10
73-74	13	11
75-76	14	11
77-78	14	12
79-80-81	15	12
82-83	16	13
84	17	13
Highly Effective		
85-86-87	18	14
88-89-90	18	14
91-92-93	19	14
94-95-96	19	15
97-98-99	20	15
100	20	15

*Can be used with any assessment scored on a 100 point scale.

Scoring Methodology for the 60 pt Teacher Effectiveness **G-2**

The APPR committee is adopting NYSUT’s recommendation regarding calculating and converting the four point total rubric scores to the 60 Other Measures of Teacher Effect.

Converting Points to a Rating

Each of Danielson’s Domains are assessed through observation and summative reflection. The teacher’s rating of each will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied.

Teacher Effects Conversion Scale From Total Average Rubric Score to 60 Point Distribution

Level	Overall Rubric Average Score	60 Point Distribution For Composite
Highly Effective	3.5 – 4	59 - 60
Effective	2.5 – 3.4	57 - 58
Developing	1.5 – 2.4	50 - 56
Ineffective	1-1.4	0-49

Rubric Score to Sub-Component Conversion Chart

The detailed conversion chart below converts all potential average rubric scores to a specific conversion score for that sub-component.

Total Average Rubric Score	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	51
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	56
2.4	56
EFFECTIVE (57 – 58)	
2.5	57
2.6	57
2.7	57
2.8	58
2.9	58
3	58
3.1	58
3.2	58
3.3	58
3.4	58
HIGHLY EFFECTIVE (59 – 60)	
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

XI. APPENDIX E

TEACHER IMPROVEMENT PLAN (TIP)

Teacher Name: _____ Tenure Area(s): _____
 Status: 1st Year Probationary 2nd Year Probationary 3rd Year Probationary Tenured Other
 Evaluator Name: _____ Evaluator Position: _____
 Final Evaluation Date: _____ for the _____ school year, resulting in a HEDI rating of _____.

Directions for TIP Development: The Principal completes the following chart after consultation with the affected teacher and union representative. Use additional pages if needed. Implementation of this plan will commence by _____¹.

Area(s) Needing Improvement	Timeline for Achieving Improvement	Teacher Responsibilities (if any) and Timeframes:	Administrator Contributions (if any) and Timeframes:	The Manner(s) by which Improvement will be Assessed

Directions for TIP Follow up: The Principal, Teacher and Union Representative (upon the Teacher’s request) will hold a TIP-Update meeting on _____ to discuss the status of implementing this TIP, the degree of improvement in the identified “Area(s) Needing Improvement,” and updating this TIP if appropriate.

_____ Principal’s Signature, Dated: _____
 _____ Teacher’s Signature, Dated: _____
 _____ Teachers’ Assoc. Pres., Dated: _____

_____ ¹ Implementation of the TIP must commence within 10 school days after class begins for the next school year.

I. APPENDIX E

TEACHER IMPROVEMENT PLAN (TIP)

Teacher Name: _____ Tenure Area(s): _____
 Status: 1st Year Probationary 2nd Year Probationary 3rd Year Probationary Tenured Other
 Evaluator Name: _____ Evaluator Position: _____
 Final Evaluation Date: _____ for the _____ school year, resulting in a HEDI rating of _____.

Directions for TIP Development: The Principal completes the following chart after consultation with the affected teacher and union representative. Use additional pages if needed. Implementation of this plan will commence by _____¹.

Area(s) Needing Improvement	Timeline for Achieving Improvement	Teacher Responsibilities (if any) and Timeframes:	Administrator Contributions (if any) and Timeframes:	The Manner(s) by which Improvement will be Assessed

Directions for TIP Follow up: The Principal, Teacher and Union Representative (upon the Teacher’s request) will hold a TIP-Update meeting on _____ to discuss the status of implementing this TIP, the degree of improvement in the identified “Area(s) Needing Improvement,” and updating this TIP if appropriate.

_____ Principal’s Signature, Dated: _____

_____ Teacher’s Signature, Dated: _____

_____ Teachers’ Assoc. Pres., Dated: _____

¹ Implementation of the TIP must commence within 10 school days after class begins for the next school year.

HEDI Scoring

HEDI Criteria within State-Provided Growth Measures

1. A generic HEDI criteria and scoring framework will be used for Comparable Growth SLOs as shown in the chart below.
2. The SLO targets will set goals consistent with the above generic HEDI criteria
3. The SLOs will be set based upon the NYS learning standards and in a manner to target a least one year of academic growth.

Highly Effective	Effective	Developing	Ineffective
The work of the teacher results in extraordinary student academic growth beyond expectations during the school year (18-20 points)	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. (9-17 points)	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. (3-8 points)	The work of the teacher does not result in acceptable student academic growth. (0-2 points)
Greater than 90% of the students meet the Student Learning Objective as set forth on the scale below	At least 73% of students meet the Student Learning Objective as set forth on the scale below	At least 56% of students meet the Student Learning Objective as set forth on the scale below	50% or less of students meet the Student Learning Objective as set forth on the scale below.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
>94	93-94	90-92	88-89	86-87	83-85	81-82	80	78-79	76-77	75	73-74	70-72	68-69	66-67	65	61-64	56-60	50-55	30-49	<30

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28-40	2	1
41-53	2	2
54	3	2
Developing		
55	3	3
56	4	3
57	4	4
58	5	4
59	5	5
60	6	5
61	7	6
62	7	6
63	8	7
64	8	7
Effective		
65-66	9	8
67-68	10	9
69-70	11	10
71-72	12	10
73-74	13	11
75-76	14	11
77-78	14	12
79-80-81	15	12
82-83	16	13
84	17	13
Highly Effective		
85-86-87	18	14
88-89-90	18	14
91-92-93	19	14
94-95-96	19	15
97-98-99	20	15
100	20	15



Le Roy Central School District 2012-13 Administrative Summative Evaluation

Name: _____

School/Leadership Area: _____

School Year: _____

Evaluator: _____

Title: _____

Date completed: _____

The principal's evaluation will be based on at least 9 visits of 30 minutes or more to the school while in session. Visits will be completed by May 30th. Two additional sources of information for the superintendent's consideration in utilizing the rubrics shall be:

- a) A collection of artifacts related to the components of the rubric. These shall be provided to the superintendent by June 1st.
- b) The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management. i.e. Analysis of the NYS report card Data and actions to be taken as a result of the analysis, no later than Oct 31. Review of related initiatives and actions of the principals over the year as well as the availability and utilization of the district provided resources, No later than June 1st.

Site Visit Dates	Conference Dates	Administrator's Signature	Evaluator's Signature

Summative Evaluation Conference Date: _____

<u>Rubric –Multidimensional Principal Performance Rubric</u> (Based on the ISSLAC Standards)	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	
Domain 1 – Shared Vision for Learning					
Supervisor's Comments	ISLLC Functions 1.A. Collaboratively develop and implement a shared vision and mission 1.B. Collect and use data to identify goals, assess organization effectiveness, and promote organizational learning 1. C. Create and implement plans to achieve goals 1.D. Promote continuous and sustainable improvement 1. E. Monitor and evaluate progress and revise plans.				
DOMAIN 2 – School Culture and Instructional Program					
Supervisor's Comments	ISLLC Functions 2.A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations 2.B. Create a comprehensive, rigorous, and coherent curricular program				

				<p>2.C. Create a personalized and motivating learning environment for students 2.D. Supervise instruction 2.E. Develop assessment and accountability systems to monitor student progress. 2.F. Develop the instructional leadership capacity of staff 2.G. Maximize time spent on quality instruction 2.H. Promote the use of the most effective and appropriate technologies to support teaching and learning 2.I. Monitor and evaluate the impact of the instructional program</p>
DOMAIN 3 – Safe, Efficient, Effective Learning Environment				
Supervisor’s Comments				ISLLC Functions 3.A. Monitor and evaluate the management and operational systems 3.B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources 3.C. Promote and protect the welfare and safety of students and staff 3.D. Develop the capacity for distributed leadership 3.E. Ensure teacher and organizational time is focused to support quality instruction and student learning
DOMAIN 4 - Community				
Supervisor’s Comments .				ISLLC Functions 4.A. Collect and analyze data and information pertinent to the educational environment 4.B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources

	4.C. Build and sustain productive relationships with families and caregivers 4.D. Build and sustain productive relationships with community partners				
DOMAIN 5 – Integrity, Fairness, Ethics					
Supervisor’s Comments	ISLLC Functions 5.A. Ensure a system of accountability for every student’s academic and social success 5.B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior 5. C. Safeguard the values of democracy, equity, and diversity 5. D. Consider and evaluate the potential moral and legal consequences of decision-making 5. E. Promote social justice and ensure that individual student needs inform all aspects of schooling.				
ISLLC DOMAIN 6 – Political, Social, Economic, Legal and Cultural Context					
Supervisor’s Comments	ISLLC Functions 6.A. Advocate for children, families, and caregivers 6.B. Act to influence local, district, state, and national decisions affecting student learning 6.C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				

The rubric score is arrived at by adding up the scores in each domain and then divide by 6 . Ex: 6 x3=18. Divided by 6=3. Use the Le Roy Principal conversion chart to convert to score to maximum points out of 60. Ex: 3= 58 points. See attached conversion chart.

Rating Categories	Overall Composite Score
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Component and Total Composite Score

Overall score for Part A – administrator’s performance as measured by student performance on state assessments	maximum of 20 points	
Overall score for Part B – administrator’s performance as measured by locally selected measures of student achievement	maximum of 20 points 7-12 principal Based on 5 regents and 7 and 8 ELA and Math year end at a 65% or above Pre-k-6 based on grade 4,5, and 6 ELA and Math year-end assessments at 65% or above	
Overall score for administrator’s performance as measured by the ISLLC Standards	maximum of 60 points	
		Total

Total Composite Score _____ *Rating _____

Administrator’s Signature _____ Date _____

Supervisor’s Signature _____ Date _____

*Ratings of Developing and Ineffective require the implementation of a Professional Improvement Plan

Le Roy Principal Conversion Chart

Level	Overall Rubric Average Score	60 Point Distribution For Composite
Highly Effective	3.5 – 4	59 - 60
Effective	2.5 – 3.4	57 - 58
Developing	1.5 – 2.4	50 - 56
Ineffective	1-1.4	0-49

Rubric Score to Sub-Component Conversion Chart

The detailed conversion chart below converts all potential average rubric scores to a specific conversion score for that sub-component.

Total Average Rubric Score	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	51
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	56
2.4	56
EFFECTIVE (57 – 58)	
2.5	57
2.6	57
2.7	57
2.8	58
2.9	58
3	58
3.1	58
3.2	58
3.3	58
3.4	58
HIGHLY EFFECTIVE (59 – 60)	
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

PRINCIPAL IMPROVEMENT PLAN (PIP)

Name: _____ Tenure Area(s): _____

Evaluator Name: _____ Evaluator Position: _____

Final Evaluation Date: _____ for the _____ school year, resulting in a HEDI rating of _____.

Directions for PIP Development: The Superintendent completes the following chart after consultation with the affected principal. Use additional pages if needed. Implementation of this plan will commence by _____¹.

Area(s) Needing Improvement	Timeline and Actions for Achieving Improvement	The Manner(s) by which Improvement will be Assessed

Directions for PIP Follow up: The Principal and the Superintendent will hold PIP-Update meeting on _____ to discuss the status of implementing this PIP, the degree of improvement in the identified "Area(s) Needing Improvement," and updating this PIP if appropriate.

_____ Principal's Signature, Dated: _____

_____ Superintendent's Signature, Dated: _____

¹ Implementation of the TIP must commence within 10 school days after class begins for the next school year.

PRINCIPAL IMPROVEMENT PLAN (PIP)

Name: _____ Tenure Area(s): _____

Evaluator Name: _____ Evaluator Position: _____

Final Evaluation Date: _____ for the _____ school year, resulting in a HEDI rating of _____.

Directions for PIP Development: The Superintendent completes the following chart after consultation with the affected principal Use additional pages if needed. Implementation of this plan will commence by _____¹.

Area(s) Needing Improvement	Timeline and Actions for Achieving Improvement	The Manner(s) by which Improvement will be Assessed

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_____ Principal's Signature, Dated: _____

_____ Superintendent's Signature, Dated: _____

¹ Implementation of the TIP must commence within 10 school days after class begins for the next school year.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

10/30/12

Kim M. Cox

Teachers Union President Signature: Date:

Ann R. Jones 10/30/12

Administrative Union President Signature: Date:

Joseph E. Anglen 10-30-12

Board of Education President Signature: Date:

Donald B. Hobart 10/30/12