



**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  
89 Washington Ave., Room 111  
Albany, New York 12234

E-mail: [commissioner@mail.nysed.gov](mailto:commissioner@mail.nysed.gov)  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

August 14, 2013

**Revised**

Cheryl Steckly, Superintendent  
Lowville Academy & Central School District  
7668 State Street  
Lowville, NY 13367

Dear Superintendent Steckly:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Jack D. Boak

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

---

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 230901040000

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

230901040000

#### 1.2) School District Name: LOWVILLE ACADEMY & CSD

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

LOWVILLE ACADEMY & CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher’s population realizes their target, the teacher will receive a growth score of 15 points. The complete Lowville Academy district SLO HEDI scale is attached 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 - 100% of individual students meet their target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65 - 89% of individual students meet their target

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 49% of individual students meet their target

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher's population realizes their target, the teacher will receive a growth score of 15 points. The complete Lowville Academy district SLO HEDI scale is attached 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 - 100% of individual students meet their target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65 - 89% of individual students meet their target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 49% of individual students meet their target

### 2.4) Grades 6-8 Science

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

Science	Assessment
---------	------------

6	District, regional or BOCES-developed assessment	Lowville Academy District Developed Gr 6 Science Assessment
7	District, regional or BOCES-developed assessment	Lowville Academy District Developed Gr 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher's population realizes their target, the teacher will receive a growth score of 15 points. The complete Lowville Academy district SLO HEDI scale is attached 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 - 100% of individual students meet their target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65 - 89% of individual students meet their target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 49% of individual students meet their target

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Lowville Academy District Developed Gr 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Lowville Academy District Developed Gr 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Lowville Academy District Developed Gr 8 Social Studies Assessment

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

assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher's population realizes their target, the teacher will receive a growth score of 15 points. The complete Lowville Academy district SLO HEDI scale is attached at 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of individual students meet their target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 89% of individual students meet their target
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of individual students meet their target

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Lowville Academy District Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher's population realizes their target, the teacher will receive a growth score of
---	---

	15 points. The complete Lowville Academy district SLO HEDI scale is attached at 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of individual students meet their target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 89% of individual students meet their target
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of individual students meet their target

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher's population realizes their target, the teacher will receive a growth score of 15 points. The complete Lowville Academy district SLO HEDI scale is attached at 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of individual students meet their target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 89% of individual students meet their target
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of individual students meet their target

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher's population realizes their target, the teacher will receive a growth score of 15 points. The complete Lowville Academy district SLO HEDI scale is attached at 2.11 below. For Algebra 1, Lowville Academy will be using the Integrated Algebra Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of individual students meet their target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 89% of individual students meet their target
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of individual students meet their target

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Lowville Academy District Developed Gr 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Lowville Academy District Developed Gr 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive 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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher's population realizes their target, the teacher will receive a growth score of 15 points. The complete Lowville Academy district SLO HEDI scale is attached at 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of individual students meet their target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 89% of individual students meet their target
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of individual students meet their target

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Introduction to Calculus	District, Regional or BOCES-developed	Lowville Academy District Developed Intro to Calculus Course Specific Assessment
Participation in Government	District, Regional or BOCES-developed	Lowville Academy District Developed Participation in Government Course Specific Assessment
Business Law	District, Regional or BOCES-developed	Lowville Academy District Developed Business Law Course Specific Assessment

Ceramics	District, Regional or BOCES-developed	Lowville Academy District Developed Ceramics Course Specific Assessment
Principles of Engineering	District, Regional or BOCES-developed	Lowville Academy District Developed Principles of Engineering Course Specific Assessment
Spanish I and IV	District, Regional or BOCES-developed	Lowville Academy District Developed Spanish I and IV Course Specific Assessments
French I and III	District, Regional or BOCES-developed	Lowville Academy District Developed French I and III Course Specific Assessments
AP English Language Arts	District, Regional or BOCES-developed	Lowville Academy District Developed AP ELA Course Specific Assessment
English 12	District, Regional or BOCES-developed	Lowville Academy District Developed Gr 12 ELA Assessment
Agriculture	District, Regional or BOCES-developed	Lowville Academy District Developed Agriculture Course Specific Assessment
Driver Education	District, Regional or BOCES-developed	Lowville Academy District Developed Driver Education Course Specific Assessment
Studio Art	District, Regional or BOCES-developed	Lowville Academy District Developed Studio Art Course Specific Assessment
K-2 AIS	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
K-12 Music	District, Regional or BOCES-developed	Lowville Academy District Developed Course Specific Music Assessment
K-12 Art	District, Regional or BOCES-developed	Lowville Academy District Developed Course Specific Art Assessment
K-12 PE	District, Regional or BOCES-developed	Lowville Academy District Developed Course Specific PE Assessment
Technology Grade 7	District, Regional or BOCES-developed	Lowville Academy District Developed Technology Grade 7 Assessment
Home and Careers Grade 7	District, Regional or BOCES-developed	Lowville Academy District Developed Home and Careers Grade 7 Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher's population realizes their target, the teacher will receive a growth score of 15 points. The complete Lowville Academy district SLO HEDI scale is attached at 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of individual students meet their target

Effective (9 - 17 points) Results meet District goals for similar students.	65 - 89% of individual students meet their target
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of individual students meet their target

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

assets/survey-uploads/12186/541208-avH4IQNZMh/Form2\_10\_AllOtherCourses[1].pdf

### 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/5364/126198-TXEttx9bQW/LACS SLO HEDI Scale\_1.pdf

### 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

There are no locally developed controls.

### 2.13) Teachers with more than one growth measure

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

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

### 2.14) Assurances

Please check all of the boxes below:

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

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

---

#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

***One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:***

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	6(ii) School wide measure computed locally	See Attached
7	6(ii) School wide measure computed locally	See Attached
8	6(ii) School wide measure computed locally	See Attached

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.	Please see attachment at 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment at 3.3

### 3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	6(ii) School wide measure computed locally	See Attached
7	6(ii) School wide measure computed locally	See Attached
8	6(ii) School wide measure computed locally	See Attached

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.	Please see attachment at 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment at 3.3

### 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.

assets/survey-uploads/12149/541209-rhJdBgDruP/LACS Section 3.3 Local Measures\_2.pdf

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

**Growth or achievement measure(s) from these options.**

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

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

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

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
1	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
3	4) State-approved 3rd party assessments	i-Ready Diagnostic 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.	These grades/subjects will be evaluated in terms of the percentage of students who score within the on-level ranges (scale scores) established by i-Ready. Please see attached scale scores at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	72 - 100% of students score within the on-level ranges as established by i-Ready. Please see attached scale scores at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41 - 71% of students score within the on-level ranges as established by i-Ready. Please see attached scale scores at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 - 40% of students score within the on-level ranges as established by i-Ready. Please see attached scale scores at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 14% of students score within the on-level ranges as established by i-Ready. Please see attached scale scores at 3.13.

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
1	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
3	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	These grades/subjects will be evaluated in terms of the percentage of students who score within the on-level ranges (scale scores) established by i-Ready. Please see attached scale scores at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	72 - 100% of students score within the on-level ranges as established by i-Ready. Please see attached scale scores at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41 - 71% of students score within the on-level ranges as established by i-Ready. Please see attached scale scores at 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	15 - 40% of students score within the on-level ranges as established by i-Ready. Please see attached scale scores at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 14% of students score within the on-level ranges as established by i-Ready. Please see attached scale scores at 3.13.

### 3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	See Attached
7	6(ii) School wide measure computed locally	See Attached
8	6(ii) School wide measure computed locally	See Attached

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	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
--	---

3.13, below.	
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13

### 3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	See Attached
7	6(ii) School wide measure computed locally	See Attached
8	6(ii) School wide measure computed locally	See Attached

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.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13

### 3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	See Attached
Global 2	6(ii) School wide measure computed locally	See Attached
American History	6(ii) School wide measure computed locally	See Attached

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.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13

### 3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	See Attached
Earth Science	6(ii) School wide measure computed locally	See Attached
Chemistry	6(ii) School wide measure computed locally	See Attached
Physics	6(ii) School wide measure computed locally	See Attached

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.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13

### 3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	See Attached
Geometry	6(ii) School wide measure computed locally	See Attached
Algebra 2	6(ii) School wide measure computed locally	See Attached

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

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

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

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.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13

### 3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	See Attached
Grade 10 ELA	6(ii) School wide measure computed locally	See Attached
Grade 11 ELA	6(ii) School wide measure computed locally	See Attached

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached listing of assessments used to calculate the school wide measure and the HEDI scale at 3.13



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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/541209-y92vNseFa4/LACS Section 3.13 Local Measures\_2.pdf

### 3.14) Locally Developed Controls

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

There are no locally developed 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.

The process for combining multiple locally selected measures into a single subcomponent HEDI category will be averaging the HEDI scores equally. Conventional rounding rules will apply to the average with a decimal of .5 or greater rounding to the next highest whole number.

### 3.16) Assurances

Please check all of the boxes below:

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

---

3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

---

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

A score is calculated for each of the six domains of the rubric by assigning a 1, 2, 3, or 4 to each of the ten indicators per domain and dividing by ten. This will give a domain average score. These domain average scores are combined for a total score and divided by six. This score is then converted to a 60 point scale using the Rubric Score to Sub-Component Conversion Chart as developed by NYSUT. Scores will be rounded to the next highest number at a .5 or greater decimal. The rubric scores from multiple observations will be cumulative in nature and the composite 0-60 HEDI score will be determined after the final observation is completed and final indicator

scores are assigned for each domain. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. Please see a copy of the chart attached at 4.5 below.

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

assets/survey-uploads/5091/126203-eka9yMJ855/LACS Section 4.5 Rubric Score to Sub Component Conversion Chart\_1.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60 score on the Rubric Score to Sub-Component Conversion Chart. See attached 4.5
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 score on the Rubric Score to Sub-Component Conversion Chart. See attached 4.5.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 score on the Rubric Score to Sub-Component Conversion Chart. See attached 4.5.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 score on the Rubric Score to Sub-Component Conversion Chart. See attached 4.5.

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

---

## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/126209-Df0w3Xx5v6/TIP Template Final\_1.pdf

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Procedures

The purpose of the appeals process under this agreement is to resolve matters of professional interpretation, procedural accuracy and legal requirements as set for in §3012-c. Teachers subject to a rating of ineffective or developing as determined through the total 100 point score may elect to appeal this rating for reasons set forth in this section. All tenured and probationary employees who meet the appeals process criteria identified below may use this appeals process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

#### Outcome of Appeal: Any Pending Action

In accordance with Education Law §3012-c(5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeals process is concluded.

#### Grounds for an Appeal

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

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

#### Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) business days after the teacher has received the APPR. Notification of the appeal shall be provided to the Superintendent of Schools or his designee. The appeal must contain all specific information and evidence that supports the appeal. The appeal must identify grounds for the appeal and any redress sought. Any evidence not submitted with the appeal may not be included later in the process. Appeals brought based on previously unknown grounds must still be brought within ten (10) business days after the teacher has received their APPR score.

#### Supervising Administrator's written response to appeal

Within ten (10) school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

#### Decisions on Appeal

##### Step 1 – Conference with the supervising administrator

The bargaining unit member may request a conference with the supervising administrator within ten (10) school days of receiving the supervising administrator's written response. The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. This conference shall take place in a timely and expeditious manner and no longer than ten (10) school days from receipt of the request for a conference. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Superintendent in writing within ten (10) school days of the conclusion of the conference. The Superintendent shall respond in writing to the unit member within ten (10) school days.

##### Step 2 – Superintendent hearing and review

Within five (5) school days of receipt of the written response from Step 1, if a teacher is not satisfied with such response the teacher must submit the appeal to the Superintendent or the Superintendent's designee. (If the Superintendent was the evaluator at Step 1, this Step 2 appeal must go to the Superintendent's designee.) The Superintendent will be provided all documentation submitted in both the appeal and the evaluator's response.

Within five (5) school days of receipt of the teacher's appeal, the Superintendent or designee will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Superintendent's hearing, the Superintendent or designee will issue a written determination to the teacher, the Association President, and the evaluator.

### Step 3 – Appeals Panel

Within five (5) school days of receipt of the Step 2 determination, if a teacher is not satisfied with such determination and if the Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel\* comprised of two (2) teacher representatives, chosen by the Association, and two (2) administration representatives. The panel will be provided the entire appeals record; however, any information identifying the appellant or the appellant's district, evaluator, or superintendent will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.

Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Association President and the Superintendent or Superintendent's designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation.

The decision of the panel's determination regarding the appeal and the recommendations put forth will be communicated, in writing, to the Superintendent, the Association, and the appellant. The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the grievance procedure and is not subject to any appeal to the Commissioner of Education or courts. However, failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

The APPR Committee will review the district appeals panel model during the annual review period. Any consideration to participate in a regional panel may be contemplated during the annual review meeting. Any teacher representatives to such a panel will be appointed at the discretion of the Association. Any costs associated with such a panel, either district or regional, shall be shared equally between the Association and the District.

### Record of Appeals

The entire appeals record will be part of the teacher's APPR.

This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of the above sections. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal.

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

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

The Superintendent will ensure all evaluators are fully trained and that all lead evaluators have been trained and certified in accordance with regulations. The district will utilize the Network Team Institute evaluator/lead evaluator and calibration training in accordance with SED procedures and processes. Local training has been provided to evaluators by the certified Lowville Academy and Central School Network Team lead evaluator through professional development seminars. This local model will continue for subsequent years and may be supplemented with training provided through Jefferson Lewis BOCES lead evaluator program.

The Superintendent (lead evaluator) will ensure that administrators responsible for teacher evaluation will participate in annual training and are re-certified on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The Superintendent as the lead evaluator will provide on-going training and recertification for the purposes of continued growth and to maintain inter-rater reliability of evaluators over time. The District will establish a process to maintain inter-rater

reliability over time in accordance with NYSED guidance and protocols recommended.  
Lead evaluator training will include all of the following:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice rubric(s), including training on the effective application of such rubrics to observe a teacher's 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 locally-selected measures of student achievement used by the school district to evaluate its teachers or principals;
7. Use of the Statewide Instructional Reporting System;
8. Scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Any evaluator who fails to achieve the required training standards and any commensurate certification or re-certification, as applicable, shall not conduct or complete evaluations.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

## Page 1

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

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

---

## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment
6-8	(d) measures used by district for teacher evaluation	Lowville Academy District Developed Grade, Course and Subject Specific Assessments
9-12	(h) students' progress toward graduation	Grades 9 and 10 Progress Toward Graduation

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See attached document 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document 8.1.

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

(No response)

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

assets/survey-uploads/12190/541214-qBFVOWF7fC/LACS Section 8.1 Local Measures Principals 20 pts\_3.pdf

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

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

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

***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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

There are no locally developed 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.

The process for combining multiple locally selected measures into a single subcomponent HEDI category will be averaging the HEDI scores equally. Conventional rounding rules will apply to the average with a decimal of .5 or greater rounding to the next highest whole number.

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

---

## Page 1

### 9.1) Principal Practice Rubric

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

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

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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

### 9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
---	---------------

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
---	---------------

K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
---	---------------

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
---	---------------

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

The selected rubric is the Multidimensional Principal Performance Rubric. The rubric will be assigned 60 points with each of the Domains 1 – 6 receiving equal weight in computing the final score. Each Performance Indicator within the Domain will be rated as a 1, 2, 3 or 4. The overall score for each Domain will be calculated by averaging the score of all the Performance Indicators in that Domain. The scores from each domain will be averaged to compute an overall rubric score which will be converted to a point value based on the conversion chart. Scores will be rounded to the next highest number at a .5 or greater decimal. See attached table for the distribution. The rubric scores from multiple observations will be cumulative in nature and the composite 0-60 HEDI score will be determined after the final observation is completed and final indicator scores are assigned for each domain. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

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

<assets/survey-uploads/12205/541215-pMADJ4gk6R/Principal APPR Conversion Chart.pdf>

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

Highly Effective: Overall performance and results exceed standards.	59-60 points as determined by the Conversion Score for the composite rubric score. See attached 9.7.
Effective: Overall performance and results meet standards.	57-58 points as determined by the Conversion Score for the composite rubric score. See attached 9.7.

Developing: Overall performance and results need improvement in order to meet standards.	50-56 points as determined by the Conversion Score for the composite rubric score. See attached 9.7.
Ineffective: Overall performance and results do not meet standards.	0-49 points as determined by the Conversion Score for the composite rubric score. See attached 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	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

---

## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

##### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

---

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/126214-Df0w3Xx5v6/PIP Template.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

## Appeals Process

The basis of an appeal will be limited to those identified by Education Law §3012-c, as follows:

- The substance of the annual professional performance review; pursuant to Education Law §3012-c
- The District's adherence to the standards and methodologies required for such reviews pursuant to Education Law §3012-c
- The adherence to the Commissioner's regulations, as applicable to such reviews
- Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- The District's issuance and/or implementation of the terms of the Principal Improvement Plan pursuant to Education Law §3012-c

All appeals shall be filed in writing, and the act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the Principal receives their final and complete annual professional performance review. A Principal may not file multiple appeals regarding the same performance review, though the grounds for an appeal may relate to several areas.

The issuance of an improvement plan may prompt an appeal independent of the performance review.

All grounds for appeal must be raised with specificity within such appeal. If a Principal is challenging the issuance of a Principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the District to implement any component of the plan. Any grounds not raised shall be deemed waived.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement either over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive documents or materials relevant to the appeal must be provided by the District upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

The burden shall be on the District to establish by the preponderance of the evidence that the rating given to the Principal was justified and/or that an improvement plan was appropriately issued and/or implemented. All costs of the appeals process shall be the responsibility of the District.

Within fifteen (15) business days of receipt of an appeal, the District must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the District's response. Information not submitted at the time the response is filed shall not be considered on behalf of the District in the deliberations related to the resolution of the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the District, and all information submitted with the response, at the same time the District files its response. Material supporting the challenges may be submitted by the Principal up to the date of the hearing.

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

- The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- The Principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
- The District shall have the opportunity to present its case supporting the rating or improvement plan and then the Principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a District's rating or improvement plan. A copy of the decision shall be provided to the Principal and the District representative.

The time frames specified in the Article may be extended by mutual consent of all parties provided that the District ensures that the resolution of any appeal is timely and expeditious in accordance with Education Law §3012-c. The consent must be in writing.

This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving challenges to a Principal

performance review or improvement plan. A Principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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

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

The Superintendent will ensure all evaluators are fully trained and that all lead evaluators have been trained and certified in accordance with regulations. The district will utilize the Network Team Institute evaluator/lead evaluator and calibration training in accordance with SED procedures and processes. Local training has been provided to evaluators by the certified Lowville Academy and Central School Network Team lead evaluator through professional development seminars. This local model will continue for subsequent years and may be supplemented with training provided through Jefferson Lewis BOCES lead evaluator program.

The Superintendent (lead evaluator) will ensure that administrators responsible for teacher evaluation will participate in annual training and are re-certified on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The Superintendent as the lead evaluator will provide on-going training and recertification for the purposes of continued growth and to maintain inter-rater reliability of evaluators over time. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended.

Lead evaluator training will include all of the following:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice rubric(s), including training on the effective application of such rubrics to observe a teacher's 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 locally-selected measures of student achievement used by the school district to evaluate its teachers or principals;
7. Use of the Statewide Instructional Reporting System;
8. Scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Any evaluator who fails to achieve the required training standards and any commensurate certification or re-certification, as applicable, shall not conduct or complete evaluations.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals   Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness	Checked

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, August 14, 2013

---

### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/541218-3Uqgn5g9Iu/District Certification 8-13-13.pdf](assets/survey-uploads/12158/541218-3Uqgn5g9Iu/District%20Certification%208-13-13.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.

**Form 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
Economics	<ul style="list-style-type: none"> <li>● District, Regional or BOCES-developed</li> </ul>	Lowville Academy District Developed Economics Course Specific Assessment
Computers Grade 6	<ul style="list-style-type: none"> <li>● District, Regional or BOCES-developed</li> </ul>	Lowville Academy District Developed Grade 6 Computers Assessment
All other teachers not named above	<ul style="list-style-type: none"> <li>● District, Regional or BOCES-developed</li> </ul>	Lowville Academy District Developed Course Specific Assessment

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	Percentage of students who meet their growth target. The grades/subjects in this subcomponent will use the
---	--

categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	Lowville Academy district adopted Student Learning Objective HEDI scale for determining the total points awarded for student growth. Targets will be set by the teacher with approval by the building principal and will be based upon baseline data. The district has established that if 80% of the teacher's population realizes their target, the teacher will receive a growth score of 15 points. The complete Lowville Academy district SLO HEDI scale is attached at 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of individual students meet their target
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 89% of individual students meet their target
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 64% of individual students meet their target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of individual students meet their target

**Lowville Academy and Central School  
SLO HEDI Scale**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	93-95	90-92	85-89	81-84	80	78-79	77	74-76	71-73	68-70	65-67	63-64	62	59-61	56-58	53-55	50-52	26-49	1-25	0

## Section 3.3 HEDI Tables and Graphics

### Section 3.1 – Grades 4-8 ELA

#### **Section 3.1 - Grades 4 and 5 ELA**

Grades 4 and 5 will use the i-Ready Diagnostic Reading assessment and will be evaluated in terms of the percentage of students who score within the on-level ranges (scale scores) as established by i-Ready.

#### i-Ready Reading On Level Scores

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Scale Score	344-456	408-557	464-584	514-596	557-638	593-670	622-681	644-707	660-716

#### Grades 4 and 5 HEDI Scale

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	72-79	68-71	64-67	63	56-62	49-55	41-48	36-40	31-35	25-30	20-24	15-19	10-14	5-9	0-4

HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING						INEFFECTIVE			
20	19	18	17	16	<b>15</b>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

#### Local Assessment Elementary Building Level Expectations:

63% of students at each elementary grade level will score within the on-level ranges established by the state approved 3<sup>rd</sup> party vendor i-Ready. HEDI scores will be assigned by grade level.

**Section 3.1 - Grades 6 – 8 ELA**

Grades 6, 7 and 8 ELA will use a school wide measure computed locally. These grades/subjects will be evaluated in terms of the percentage of students who score a 75 or better on the following assessments. All teachers within the Middle School will receive the same local measure score.

<u>Grade(s)/Subject(s)/Course(s)</u>	<u>Assessments</u>
Grades 6-8 ELA	Lowville Academy District Developed Grades 6-8 ELA Assessments
Grades 6-8 Math	Lowville Academy District Developed Grades 6-8 Math Assessments
Grades 6-8 Science	Lowville Academy District Developed Grades 6-8 Science Assessments
Grades 6-8 Social Studies	Lowville Academy District Developed Grades 6-8 Social Studies Assessments
Grade 7 Health	Lowville Academy District Developed Grade 7 Health Assessment
Grade 7 Technology	Lowville Academy District Developed Grade 7 Technology Assessment
Grade 6 Art	Lowville Academy District Developed Grade 6 Art Assessment
Grade 6 Music	Lowville Academy District Developed Grade 6 Music Assessment
Grade 7 Home and Careers	Lowville Academy District Developed Grade 7 Home and Careers Assessment
Grade 6 Physical Education	Lowville Academy District Developed Grade 6 Physical Education Assessment
Grade 8 Math AIS	Lowville Academy District Developed Grade 8 Math AIS Assessment
Grades 7 and 8 Band	Lowville Academy District Developed Grades 7 and 8 Band Assessment
Grades 5 and 6 Band	Lowville Academy District Developed Grades 5 and 6 Band Assessment
Grade 6 Reading	Lowville Academy District Developed Grade 6 Reading Assessment
Grade 6 Intro to Computers	Lowville Academy District Developed Grade 6 Intro to Computers Assessment
Grade 8 Agriculture	Lowville Academy District Developed Grade 8 Agriculture Assessment

Grades 6, 7 and 8 HEDI Scales

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	72-79	68-71	64-67	63	56-62	49-55	41-48	36-40	31-35	25-30	20-24	15-19	10-14	5-9	0-4

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

### Section 3.2 – Grades 4-8 Math

#### Section 3.2 - Grades 4 and 5 Math

Grades 4 and 5 will use the i-Ready Diagnostic Math assessment and will be evaluated in terms of the percentage of students who score within the on-level ranges (scale scores) as established by i-Ready.

#### i-Ready Math On Level Scores

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Scale Score	403-499	425-533	447-569	469-578	490-588	510-598	530-609	550-618	568-628

#### Grades 4 and 5 HEDI Scale

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	72-79	68-71	64-67	63	56-62	49-55	41-48	36-40	31-35	25-30	20-24	15-19	10-14	5-9	0-4

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

Local Assessment Elementary Building Level Expectations:

63% of students at each elementary grade level will score within the on-level ranges established by the state approved 3<sup>rd</sup> party vendor i-Ready. HEDI scores will be assigned by grade level.

**Section 3.2 - Grades 6 – 8 Math**

Grades 6, 7 and 8 Math will use a school wide measure computed locally. These grades/subjects will be evaluated in terms of the percentage of students who score a 75 or better on the following assessments. All teachers within the Middle School will receive the same local measure score.

<u>Grade(s)/Subject(s)/Course(s)</u>	<u>Assessments</u>
Grades 6-8 ELA	Lowville Academy District Developed Grades 6-8 ELA Assessments
Grades 6-8 Math	Lowville Academy District Developed Grades 6-8 Math Assessments
Grades 6-8 Science	Lowville Academy District Developed Grades 6-8 Science Assessments
Grades 6-8 Social Studies	Lowville Academy District Developed Grades 6-8 Social Studies Assessments
Grade 7 Health	Lowville Academy District Developed Grade 7 Health Assessment
Grade 7 Technology	Lowville Academy District Developed Grade 7 Technology Assessment
Grade 6 Art	Lowville Academy District Developed Grade 6 Art Assessment
Grade 6 Music	Lowville Academy District Developed Grade 6 Music Assessment
Grade 7 Home and Careers	Lowville Academy District Developed Grade 7 Home and Careers Assessment
Grade 6 Physical Education	Lowville Academy District Developed Grade 6 Physical Education Assessment
Grade 8 Math AIS	Lowville Academy District Developed Grade 8 Math AIS Assessment
Grades 7 and 8 Band	Lowville Academy District Developed Grades 7 and 8 Band Assessment

Grades 5 and 6 Band	Lowville Academy District Developed Grades 5 and 6 Band Assessment
Grade 6 Reading	Lowville Academy District Developed Grade 6 Reading Assessment
Grade 6 Intro to Computers	Lowville Academy District Developed Grade 6 Intro to Computers Assessment
Grade 8 Agriculture	Lowville Academy District Developed Grade 8 Agriculture Assessment

Grades 6, 7 and 8 HEDI Scale

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	72-79	68-71	64-67	63	56-62	49-55	41-48	36-40	31-35	25-30	20-24	15-19	10-14	5-9	0-4

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

## Section 3.13 HEDI Tables and Graphics

### Section 3.4 – Grades K-3 ELA

#### **Section 3.4 - Grades K-3 ELA**

Grades K-3 will use the i-Ready Diagnostic Reading assessment and will be evaluated in terms of the percentage of students who score within the on-level ranges (scale scores) as established by i-Ready.

#### i-Ready Reading On Level Scores

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Scale Score	344-456	408-557	464-584	514-596	557-638	593-670	622-681	644-707	660-716

#### Grades K-3 HEDI Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

#### Local Assessment Elementary Building Level Expectations:

63% of students at each elementary grade level will score within the on-level ranges established by the state approved 3<sup>rd</sup> party vendor i-Ready. HEDI scores will be assigned by grade level.

## Section 3.5 – Grades K-3 Math

### **Section 3.5 - Grades K-3 Math**

Grades K-3 will use the i-Ready Diagnostic Math assessment and will be evaluated in terms of the percentage of students who score within the on-level ranges (scale scores) as established by i-Ready.

#### i-Ready Math On Level Scores

	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Scale Score	403-499	425-533	447-569	469-578	490-588	510-598	530-609	550-618	568-628

#### Grades K-3 HEDI Scale

<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
20	19	18	17	16	<b>15</b>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

#### Local Assessment Elementary Building Level Expectations:

63% of students at each elementary grade level will score within the on-level ranges established by the state approved 3<sup>rd</sup> party vendor i-Ready. HEDI scores will be assigned by grade level.

**Section 3.6 – Grades 6-8 Science**  
**Section 3.7 – Grades 6-8 Social Studies**

**Section 3.6 - Grades 6-8 Science**

**Section 3.7 - Grades 6-8 Social Studies**

Grades 6, 7 and 8 Science and Social Studies will use a school wide measure computed locally. These grades/subjects will be evaluated in terms of the percentage of students who score a 75 or better on the following assessments. All teachers within the Middle School will receive the same local measure score.

<u>Grade(s)/Subject(s)/Course(s)</u>	<u>Assessments</u>
Grades 6-8 ELA	Lowville Academy District Developed Grades 6-8 ELA Assessments
Grades 6-8 Math	Lowville Academy District Developed Grades 6-8 Math Assessments
Grades 6-8 Science	Lowville Academy District Developed Grades 6-8 Science Assessments
Grades 6-8 Social Studies	Lowville Academy District Developed Grades 6-8 Social Studies Assessments
Grade 7 Health	Lowville Academy District Developed Grade 7 Health Assessment
Grade 7 Technology	Lowville Academy District Developed Grade 7 Technology Assessment
Grade 6 Art	Lowville Academy District Developed Grade 6 Art Assessment
Grade 6 Music	Lowville Academy District Developed Grade 6 Music Assessment
Grade 7 Home and Careers	Lowville Academy District Developed Grade 7 Home and Careers Assessment
Grade 6 Physical Education	Lowville Academy District Developed Grade 6 Physical Education Assessment
Grade 8 Math AIS	Lowville Academy District Developed Grade 8 Math AIS Assessment
Grades 7 and 8 Band	Lowville Academy District Developed Grades 7 and 8 Band Assessment
Grades 5 and 6 Band	Lowville Academy District Developed Grades 5 and 6 Band Assessment
Grade 6 Reading	Lowville Academy District Developed Grade 6 Reading Assessment
Grade 6 Intro to Computers	Lowville Academy District Developed Grade 6 Intro to Computers Assessment
Grade 8 Agriculture	Lowville Academy District Developed Grade 8 Agriculture Assessment

Grades 6, 7 and 8 HEDI Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

**Section 3.8 – High School Social Studies**

**Section 3.9 - High School Science**

**Section 3.10 – High School Math**

**Section 3.11 – High School English Language Arts**

**Section 3.8 – High School Social Studies**

**Section 3.9 - High School Science**

**Section 3.10 – High School Math**

**Section 3.11 – High School English Language Arts**

Grades 9, 10, 11 and 12 will use a school wide measure computed locally. These grades/subjects will be evaluated in terms of the percentage of students who score a 75 or better on the following assessments. The HEDI scale is based upon longitudinal data from the two previous high school cohorts. All teachers within the High School will receive the same local measure score.

<u>Grade(s)/Subject(s)/Course(s)</u>	<u>Assessments</u>
Grades 9, 10 and 12 ELA	Lowville Academy District Developed Grades 9, 10 and 12 ELA Assessments
Introduction to Calculus	Lowville Academy District Developed Course Specific Intro. to Calculus Assessment
Grade 9 Global Studies	Lowville Academy District Developed Grade 9 Global Studies Assessment
Participation in Government	Lowville Academy District Developed Course Specific Participation in Government Assessment
Accounting	Lowville Academy District Developed Course Specific Accounting Assessment
Grade 10 Global Studies	Lowville Academy District Developed Grade 10 Global Studies Assessment
Economics	Lowville Academy District Developed Course Specific Economics Assessment
Algebra	Integrated Algebra Regents Assessment
U.S. History and Government	U.S. History and Government Regents Assessment
Ceramics	Lowville Academy District Developed Course Specific Ceramics Assessment
Principles of Engineering	Lowville Academy District Developed Course Specific Principles of Engineering Assessment
Spanish I, II and IV	Lowville Academy District Developed Course Specific Spanish I, II and IV Assessments
Chemistry	Chemistry Regents Assessment
Earth Science	Earth Science Regents Assessment
Physics	Physics Regents Assessment
Drivers Education	Lowville Academy District Developed Course Specific Drivers Education Assessment
Living Environment	Living Environment Regents Assessment
Studio Art	Lowville Academy District Developed Course Specific Studio Art Assessment
French I and II	Lowville Academy District Developed Course Specific French I and II Assessments
Geometry	Geometry Regents Assessment
Physical Education	Lowville Academy District Developed Course Specific Physical Ed. Assessments
AP English Language	Comprehensive English Regents Assessment

## High School HEDI Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
85+	75-84	69-74	67-68	64-66	<b>63</b>	59-62	57-58	54-56	51-53	47-50	43-46	38-42	33-37	29-32	24-28	19-23	13-18	7-12	3-6	0-2

## Section 3.12 – All Other Courses

### Section 3.12 - LACS Elementary School Other Courses

Grades K-5 will use the i-Ready Diagnostic Math and Reading Assessments and will be evaluated in terms of the percentage of students who score within the on-level ranges (scale scores) as established by i-Ready. The composite i-Ready Diagnostic Reading and Math assessments for the grade levels which the other course services will be equally weighted and averaged to give one local measure score. The courses of AIS, Music, Art and P.E. will also be using i-Ready as a School Wide Measure.

#### Grades K-5 (Elementary) HEDI Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

**Section 3.12 - LACS Middle School Other Courses**

Grades 6, 7 and 8 Other Courses will use a school wide measure computed locally. These grades/subjects will be evaluated in terms of the percentage of students who score a 75 or better on the following assessments. All teachers within the Middle School will receive the same local measure score. The courses of Grades 6-8 AIS and Grades 6-8 Special Education will also be using these assessments as a School Wide Measure.

<u>Grade(s)/Subject(s)/Course(s)</u>	<u>Assessments</u>
Grades 6-8 ELA	Lowville Academy District Developed Grades 6-8 ELA Assessments
Grades 6-8 Math	Lowville Academy District Developed Grades 6-8 Math Assessments
Grades 6-8 Science	Lowville Academy District Developed Grades 6-8 Science Assessments
Grades 6-8 Social Studies	Lowville Academy District Developed Grades 6-8 Social Studies Assessments
Grade 7 Health	Lowville Academy District Developed Grade 7 Health Assessment
Grade 7 Technology	Lowville Academy District Developed Grade 7 Technology Assessment
Grade 6 Art	Lowville Academy District Developed Grade 6 Art Assessment
Grade 6 Music	Lowville Academy District Developed Grade 6 Music Assessment
Grade 7 Home and Careers	Lowville Academy District Developed Grade 7 Home and Careers Assessment
Grade 6 Physical Education	Lowville Academy District Developed Grade 6 Physical Education Assessment
Grade 8 Math AIS	Lowville Academy District Developed Grade 8 Math AIS Assessment
Grades 7 and 8 Band	Lowville Academy District Developed Grades 7 and 8 Band Assessment
Grades 5 and 6 Band	Lowville Academy District Developed Grades 5 and 6 Band Assessment
Grade 6 Reading	Lowville Academy District Developed Grade 6 Reading Assessment
Grade 6 Intro to Computers	Lowville Academy District Developed Grade 6 Intro to Computers Assessment
Grade 8 Agriculture	Lowville Academy District Developed Grade 8 Agriculture Assessment

Grades 6, 7 and 8 HEDI Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

### **Section 3.12 - LACS High School Other Courses**

Grades 9, 10, 11 and 12 will use a school wide measure computed locally. These grades/subjects will be evaluated in terms of the percentage of students who score a 75 or better on the following assessments. The HEDI scale is based upon longitudinal data from the two previous high school cohorts. All teachers within the High School will receive the same local measure score.

<b><u>Grade(s)/Subject(s)/Course(s)</u></b>	<b><u>Assessments</u></b>
Grades 9, 10 and 12 ELA	Lowville Academy District Developed Grades 9, 10 and 12 ELA Assessments
Introduction to Calculus	Lowville Academy District Developed Course Specific Intro. to Calculus Assessment
Grade 9 Global Studies	Lowville Academy District Developed Grade 9 Global Studies Assessment
Participation in Government	Lowville Academy District Developed Course Specific Participation in Government Assessment
Accounting	Lowville Academy District Developed Course Specific Accounting Assessment
Grade 10 Global Studies	Lowville Academy District Developed Grade 10 Global Studies Assessment
Economics	Lowville Academy District Developed Course Specific Economics Assessment
Algebra	Integrated Algebra Regents Assessment
U.S. History and Government	U.S. History and Government Regents Assessment
Ceramics	Lowville Academy District Developed Course Specific Ceramics Assessment
Principles of Engineering	Lowville Academy District Developed Course Specific Principles of Engineering Assessment
Spanish I, II and IV	Lowville Academy District Developed Course Specific Spanish I, II and IV Assessments
Chemistry	Chemistry Regents Assessment
Earth Science	Earth Science Regents Assessment
Physics	Physics Regents Assessment
Drivers Education	Lowville Academy District Developed Course Specific Drivers Education Assessment
Living Environment	Living Environment Regents Assessment
Studio Art	Lowville Academy District Developed Course Specific Studio Art Assessment
French I and II	Lowville Academy District Developed Course Specific French I and II Assessments
Geometry	Geometry Regents Assessment
Physical Education	Lowville Academy District Developed Course Specific Physical Ed Assessments
AP English Language	Comprehensive English Regents Assessment

### High School HEDI Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
85+	75-84	69-74	67-68	64-66	<b>63</b>	59-62	57-58	54-56	51-53	47-50	43-46	38-42	33-37	29-32	24-28	19-23	13-18	7-12	3-6	0-2

**4.5 – Process for Assigning Points and Determining HEDI Ratings  
Rubric Score to Sub-Component Conversion Chart**

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Conversion score for composite</b>
<b>Ineffective 0-49</b>		
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
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.1
3.2		58.2
3.3		58.3
3.4		58.4
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Source: NYSUT Research and Educational Services

**TEACHER IMPROVEMENT PLAN (TIP) FORM**  
**LOWVILLE ACADEMY AND CENTRAL SCHOOL DISTRICT**

Introduction: The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The supervising administrator will determine the strategies to be undertaken to correct the deficiencies in consultation with the teacher.

<b>Teacher</b>		<b>Composite Score</b>	
<b>Subject &amp; Grade Level</b>		<b>Score Breakdown</b>	
		<i>Growth/SLO:</i>	
		<i>Local:</i>	
<b>Supervising Administrator</b>			
<b>Consultation Date(s)</b>			
<b>Progress Review Date(s)</b>			

**Implementation Year:** \_\_\_\_\_

**Rating:** H E D I

Coaching     Yes             No

If yes, name of coach: \_\_\_\_\_

Note: Should a coach/mentor be assigned, it is expected this relationship will focus on developing the strengths of the teacher and improving identified growth areas. The coach and teacher are expected to meet on a regular basis throughout the school year. Time outside of the school day should minimally include 15 hours for all activities designed to support the developing teacher’s instructional growth.

<b>Criteria</b>	<b>Plan/Strategies/Supports</b>
<b>Specific Areas or Academic Standards Chosen for Further Development</b>	
<b>Goals/Desired Outcomes</b>	
<b>Action(s) to be Taken</b>	
<b>Timeline for Progress</b>	
<b>Indicators of Success Data Inquiry</b>	

<b>Criteria</b>	<b>Plan/Strategies/Supports</b>
<b>Administrator's Responsibilities</b>	
<b>Teacher's Responsibilities</b>	
<b>Improvements Made and Documented</b>	

**TEACHER IMPROVEMENT PLAN (TIP)  
YEAR END ANALYSIS**

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals identified through the TIP.

Explanation/Summary Comment by Teacher

---

---

---

---

Date

Explanation/Summary Comment by the Supervising Administrator

---

---

---

---

Date

\_\_\_\_\_  
Supervising Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

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

**Grades K-5 Principal (Elementary School)**

The K-5 Principal will use the i-Ready Diagnostic Reading and Math assessments administered to all students in these grades and will be evaluated in terms of the composite percentage of students in grades K through 5 who score within the on-level ranges (scale scores) as established by i-Ready below. The composite grade level i-Ready Diagnostic Reading and Math assessments will be equally weighted and averaged to give one local measure score.

i-Ready Reading On Level Scores

	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Scale Score	344-456	408-557	464-584	514-596	557-638	593-670	622-681	644-707	660-716

i-Ready Math On Level Scores

	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Scale Score	403-499	425-533	447-569	469-578	490-588	510-598	530-609	550-618	568-628

Grades K-5 HEDI Scales

<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>						<b>DEVELOPING</b>					<b>INEFFECTIVE</b>		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	72-79	68-71	64-67	63	56-62	49-55	41-48	36-40	31-35	25-30	20-24	15-19	10-14	5-9	0-4

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

---

### **Grades 6-8 Principal (Middle School)**

The principal for Grades 6, 7 and 8 will use a school wide measure computed locally for the locally selected measures – Lowville Academy district developed grade and subject specific assessments. The principal for these grades will be evaluated in terms of the percentage of students who score a 75 or better on the following assessments. The principal will receive the same local measures score as all teachers within the Middle School that is based upon the student scores on the summative assessments.

<b><u>Grade(s)/Subject(s)/Course(s)</u></b>	<b><u>Assessments</u></b>
Grades 6-8 ELA	Lowville Academy District Developed Grades 6-8 ELA Assessments
Grades 6-8 Math	Lowville Academy District Developed Grades 6-8 Math Assessments
Grades 6-8 Science	Lowville Academy District Developed Grades 6-8 Science Assessments
Grades 6-8 Social Studies	Lowville Academy District Developed Grades 6-8 Social Studies Assessments
Grade 7 Health	Lowville Academy District Developed Grade 7 Health Assessment
Grade 7 Technology	Lowville Academy District Developed Grade 7 Technology Assessment
Grade 6 Art	Lowville Academy District Developed Grade 6 Art Assessment
Grade 6 Music	Lowville Academy District Developed Grade 6 Music Assessment
Grade 7 Home and Careers	Lowville Academy District Developed Grade 7 Home and Careers Assessment
Grade 6 Physical Education	Lowville Academy District Developed Grade 6 Physical Education Assessment
Grade 8 Math AIS	Lowville Academy District Developed Grade 8 Math AIS Assessment
Grades 7 and 8 Band	Lowville Academy District Developed Grades 7 and 8 Band Assessment
Grades 5 and 6 Band	Lowville Academy District Developed Grades 5 and 6 Band Assessment
Grade 6 Reading	Lowville Academy District Developed Grade 6 Reading Assessment
Grade 6 Intro to Computers	Lowville Academy District Developed Grade 6 Intro to Computers Assessment
Grade 8 Agriculture	Lowville Academy District Developed Grade 8 Agriculture Assessment

Grades 6, 7 and 8 HEDI Scales

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	72-79	68-71	64-67	63	56-62	49-55	41-48	36-40	31-35	25-30	20-24	15-19	10-14	5-9	0-4

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80+	76-79	72-75	68-71	64-67	<b>63</b>	59-62	56-58	53-55	49-52	45-48	41-44	36-40	31-35	27-30	23-26	19-22	15-18	10-14	5-9	0-4

---

**Grades 9-12 Principal (High School)**

The Principal for Grades 9 - 12 will use a Grade 9 and 10 students' progress toward graduation measure. The principal for these grades will be evaluated in terms of the passing percentage (65 or better) for students for Grade 9 and 10 core courses of English Language Arts, Math, Science and Social Studies for the following courses and assessments. The HEDI scale will utilize longitudinal data and the district comparability standard of 85%. 85% of students passing these Grade 9 and 10 core courses will constitute a principal local measure score of 15 points on the 20 point HEDI scale or a score of 11 points on the 15 point HEDI scale.

<u>Grade(s)/Subject(s)/Course(s)</u>	<u>Assessments</u>
Grade 9 Non-Regents Algebra	Lowville Academy District Developed Course Specific Algebra Assessment
Grade 9 Algebra	Integrated Algebra Regents Assessment
Grade 9 Geometry	Geometry Regents Assessment
Grade 9 Earth Science	Earth Science Regents Assessment
Grade 9 Biology	Living Environment Regents Assessment
Grade 9 ELA	Lowville Academy District Developed Grade 9 ELA Assessment
Grade 9 Global Studies	Lowville Academy District Developed Grade 9 Global Studies Assessment
Grade 10 Non-Regents Algebra	Lowville Academy District Developed Course Specific Algebra Assessment
Grade 10 Algebra	Integrated Algebra Regents Assessment
Grade 10 Non-Regents Geometry	Lowville Academy District Developed Course Specific Geometry Assessment
Grade 10 Geometry	Geometry Regents Assessment
Grade 10 Trigonometry	Algebra 2/Trigonometry Regents Assessment
Grade 10 Math Investigations	Lowville Academy District Developed Course Specific Math Investigations Assessment
Grade 10 Biology	Living Environment Regents Assessment
Grade 10 Chemistry	Chemistry Regents Assessment
Grade 10 ELA	Lowville Academy District Developed Grade 10 ELA Assessment
Grade 10 Global Studies	Global History and Geography Regents Assessment

Grades 9 and 10 Students' Progress Toward Graduation HEDI Scale

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93+	91-92	88-90	86-87	85	82-84	79-81	76-78	74-75	72-73	69-71	67-68	65-66	64	55-63	0-54

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93+	92	91	88-90	86-87	<b>85</b>	84	83	82	80-81	78-79	76-77	74-75	72-73	70-71	68-69	66-67	65	64	55-63	0-54

Lowville Academy & Central School

**Principal APPR Conversion Chart**

Total Average Rubric	Category	Conversion Score for Composite	Total Average Rubric	Category	Conversion Score for Composite
1.000	Ineffective	0	1.308	Ineffective	38
1.008	Ineffective	1	1.317	Ineffective	39
1.017	Ineffective	2	1.325	Ineffective	40
1.025	Ineffective	3	1.333	Ineffective	41
1.033	Ineffective	4	1.342	Ineffective	42
1.042	Ineffective	5	1.350	Ineffective	43
1.050	Ineffective	6	1.358	Ineffective	44
1.058	Ineffective	7	1.367	Ineffective	45
1.067	Ineffective	8	1.375	Ineffective	46
1.075	Ineffective	9	1.383	Ineffective	47
1.083	Ineffective	10	1.392	Ineffective	48
1.092	Ineffective	11	1.400	Ineffective	49
1.100	Ineffective	12	1.500	Developing	50
1.108	Ineffective	13	1.600	Developing	50.7
1.115	Ineffective	14	1.700	Developing	51.4
1.123	Ineffective	15	1.800	Developing	52.1
1.131	Ineffective	16	1.900	Developing	52.8
1.138	Ineffective	17	2.000	Developing	53.5
1.146	Ineffective	18	2.100	Developing	54.2
1.154	Ineffective	19	2.200	Developing	54.9
1.162	Ineffective	20	2.300	Developing	55.6
1.169	Ineffective	21	2.400	Developing	56.3
1.177	Ineffective	22	2.500	Effective	57
1.185	Ineffective	23	2.600	Effective	57.2
1.192	Ineffective	24	2.700	Effective	57.4
1.200	Ineffective	25	2.800	Effective	57.6
1.208	Ineffective	26	2.900	Effective	57.8
1.217	Ineffective	27	3.000	Effective	58
1.225	Ineffective	28	3.100	Effective	58.1
1.233	Ineffective	29	3.200	Effective	58.2
1.242	Ineffective	30	3.300	Effective	58.3
1.250	Ineffective	31	3.400	Effective	58.4
1.258	Ineffective	32	3.500	Highly E.	59
1.267	Ineffective	33	3.600	Highly E.	59.3
1.275	Ineffective	34	3.700	Highly E.	59.5
1.283	Ineffective	35	3.800	Highly E.	59.8
1.292	Ineffective	36	3.900	Highly E.	60
1.300	Ineffective	37	4.000	Highly E.	60.25

**PRINCIPAL IMPROVEMENT PLAN (PIP) FORM  
LOWVILLE ACADEMY AND CENTRAL SCHOOL DISTRICT**

Introduction: The sole purpose of the PIP is the improvement of instructional leadership. The goal is to provide resources and support for principals who have been rated as “developing” or “ineffective.” The lead evaluator will determine the strategies to be undertaken to correct the deficiencies in consultation with the principal.

<b>Principal</b>		<b>Composite Score</b>	
<b>Buildings &amp; Grade Levels</b>		<b>Score Breakdown</b>	
		<i>Growth/SLO:</i>	
		<i>Local:</i>	
		<i>Principal Rubric:</i>	
<b>Lead Evaluator</b>			
<b>Consultation Date(s)</b>			
<b>Progress Review Date(s)</b>			

Implementation Year: \_\_\_\_\_

Rating: H E D I

<b>Criteria</b>	<b>Plan/Strategies/Supports</b>
<b>Specific Areas Chosen for Further Development</b>	
<b>Goals/Desired Outcomes</b>	
<b>Action(s) to be Taken</b>	
<b>Timeline for Progress</b>	
<b>Indicators of Success Data Inquiry</b>	

<b>Criteria</b>	<b>Plan/Strategies/Supports</b>
<b>Lead Evaluator's Responsibilities</b>	
<b>Principal's Responsibilities</b>	
<b>Improvements Made and Documented</b>	

**PRINCIPAL IMPROVEMENT PLAN (PIP)  
YEAR END ANALYSIS**

- The principal has met the performance goals identified through the PIP.
- The principal has not met the performance goals identified through the PIP.

Explanation/Summary Comment by Principal

---

---

---

---

---

Date

Explanation/Summary Comment by the Lead Evaluator

---

---

---

---

---

Date

\_\_\_\_\_  
Lead Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

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

**Signatures, dates**

Superintendent Signature:      Date:

8/13/13

*Cheryl R. Steckly*

Teachers Union President Signature:      Date:

8-13-13

*Thomas G. ...*

Administrative Union President Signature:      Date:

8-13-13

*Daniel J. ...*

Board of Education President Signature:      Date:

8/13/13

*[Signature]*