



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

Commissioner of Education
President of the University of the State of New York
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November 3, 2014

Revised

Charlene Harvey, Superintendent
Manchester-Shortsville Central School District
1506 Route 21
Shortsville, NY 14548

Dear Superintendent Harvey:

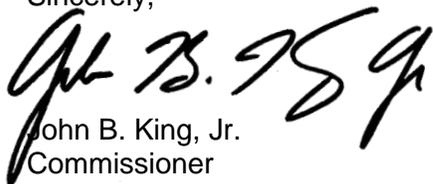
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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: Scott Bischooping

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 Thursday, August 07, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 431101040000

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

431101040000

1.2) School District Name: MANCHESTER-SHORTSVILLE CSD (RED JACK

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

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, October 22, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	iReady
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	iReady
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	iReady

	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.	iReady diagnostic tests will be given at the beginning of the year to establish a baseline. Using the baseline data, teachers and principals will establish targets for individual students. HEDI points will be assigned based the on the percentage of students meeting those targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20: 95-100% of students meet target. 19: 90-94% of students meet targets. 18: 85-89% of students meet targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17: 82-84% of students meet target. 16: 79-81% of students meet target. 15: 76-78% of students meet target. 14: 74-75% of students meet target. 13: 72-73% of students meet target. 12: 70-71% of students meet targets. 11: 68-69% of students meet targets. 10: 66-67% of students meet targets. 9: 65% of students meet targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8: 62-64% of students meet target. 7: 59-61% of students meet targets. 6: 56-58% of students meet targets. 5: 53-55% of students meet targets. 4: 51-52% of students meet targets. 3: 50% of students meet targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2: 25-49% of students meet targets. 1: 1-24% of students meet targets. 0: 0% of students meet targets.

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	iReady
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	iReady
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	iReady

	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.	iReady pretests will be given at the beginning of the year to establish a baseline. Using the baseline data, teachers and principals will establish targets for individual students. HEDI points will be assigned based the on the percentage of students meeting those targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20: 95-100% of students meet target. 19: 90-94% of students meet targets. 18: 85-89% of students meet targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17: 82-84% of students meet target. 16: 79-81% of students meet target. 15: 76-78% of students meet target. 14: 74-75% of students meet target. 13: 72-73% of students meet target. 12: 70-71% of students meet targets. 11: 68-69% of students meet targets. 10: 66-67% of students meet targets. 9: 65% of students meet targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8: 62-64% of students meet target. 7: 59-61% of students meet targets. 6: 56-58% of students meet targets. 5: 53-55% of students meet targets. 4: 51-52% of students meet targets. 3: 50% of students meet targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2: 25-49% of students meet targets. 1: 1-24% of students meet targets. 0: 0% of students meet targets.

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	District-developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	District-developed Grade 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.	Data from the 4th grade Science State Assessment and 4-7th grade Math and ELA State Assessments will be analyzed at the beginning of the year. Using these data, teachers and principals will establish targets for individual students. HEDI points will be assigned based on the percentage of students meeting those targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20: 95-100% of students meet target. 19: 90-94% of students meet targets. 18: 85-89% of students meet targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17: 82-84% of students meet target. 16: 79-81% of students meet target. 15: 76-78% of students meet target. 14: 74-75% of students meet target. 13: 72-73% of students meet target. 12: 70-71% of students meet targets.

11: 68-69% of students meet targets.
 10: 66-67% of students meet targets.
 9: 65% of students meet targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

8: 62-64% of students meet target.
 7: 59-61% of students meet targets.
 6: 56-58% of students meet targets.
 5: 53-55% of students meet targets.
 4: 51-52% of students meet targets.
 3: 50% of students meet targets.

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

2: 25-49% of students meet targets.
 1: 1-24% of students meet targets.
 0: 0% of students meet targets.

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	District-developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	District-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	District-developed Grade 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.

Data from the 4-7th grade ELA State Assessments and relevant classwork from the beginning of the year will be analyzed . Using these data, teachers and principals will establish targets for individual students. HEDI points will be assigned based on the percentage of students meeting those targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

20: 95-100% of students meet target.
 19: 90-94% of students meet targets.
 18: 85-89% of students meet targets.

Effective (9 - 17 points) Results meet District goals for similar students.

17: 82-84% of students meet target.
 16: 79-81% of students meet target.
 15: 76-78% of students meet target.
 14: 74-75% of students meet target.
 13: 72-73% of students meet target.
 12: 70-71% of students meet targets.
 11: 68-69% of students meet targets.
 10: 66-67% of students meet targets.
 9: 65% of students meet targets.

Developing (3 - 8 points) Results are below District goals for similar students.

8: 62-64% of students meet target.
 7: 59-61% of students meet targets.
 6: 56-58% of students meet targets.
 5: 53-55% of students meet targets.
 4: 51-52% of students meet targets.
 3: 50% of students meet targets.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2: 25-49% of students meet targets. 1: 1-24% of students meet targets. 0: 0% of students meet targets.
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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	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.	Relevant data from ELA and Social Studies classwork and exams from prior years will be analyzed to establish a baseline. Using the baseline data, teachers and principals will establish targets for individual students. HEDI points will be assigned based the on the percentage of students meeting those targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20: 95-100% of students meet target. 19: 90-94% of students meet targets. 18: 85-89% of students meet targets.
Effective (9 - 17 points) Results meet District goals for similar students.	17: 82-84% of students meet target. 16: 79-81% of students meet target. 15: 76-78% of students meet target. 14: 74-75% of students meet target. 13: 72-73% of students meet target. 12: 70-71% of students meet targets. 11: 68-69% of students meet targets. 10: 66-67% of students meet targets. 9: 65% of students meet targets.
Developing (3 - 8 points) Results are below District goals for similar students.	8: 62-64% of students meet target. 7: 59-61% of students meet targets. 6: 56-58% of students meet targets. 5: 53-55% of students meet targets. 4: 51-52% of students meet targets. 3: 50% of students meet targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2: 25-49% of students meet targets. 1: 1-24% of students meet targets. 0: 0% of students meet targets.

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.	Prior Regents exams, Science scores, and beginning of the year classwork will be used to establish a baseline. Using the baseline data, teachers and principals will establish targets for individual students. HEDI points will be assigned based the on the percentage of students meeting those targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20: 95-100% of students meet target. 19: 90-94% of students meet targets. 18: 85-89% of students meet targets.
Effective (9 - 17 points) Results meet District goals for similar students.	17: 82-84% of students meet target. 16: 79-81% of students meet target. 15: 76-78% of students meet target. 14: 74-75% of students meet target. 13: 72-73% of students meet target. 12: 70-71% of students meet targets. 11: 68-69% of students meet targets. 10: 66-67% of students meet targets. 9: 65% of students meet targets.
Developing (3 - 8 points) Results are below District goals for similar students.	8: 62-64% of students meet target. 7: 59-61% of students meet targets. 6: 56-58% of students meet targets. 5: 53-55% of students meet targets. 4: 51-52% of students meet targets. 3: 50% of students meet targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2: 25-49% of students meet targets. 1: 1-24% of students meet targets. 0: 0% of students meet targets.

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment

Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Prior Regents exams, Math scores, and beginning of the year classwork will be used to establish a baseline. Using the baseline data, teachers and principals will establish targets for individual students. HEDI points will be assigned based on the percentage of students meeting those targets.</p> <p>Both the 2005 standards and Common Core Math Regents will be given for Geometry to students in Common Core courses. The higher of the two assessment scores will be used for APPR purposes.</p> <p>Only the Common Core Algebra Regents will be given,</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>20: 95-100% of students meet target. 19: 90-94% of students meet targets. 18: 85-89% of students meet targets.</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>17: 82-84% of students meet target. 16: 79-81% of students meet target. 15: 76-78% of students meet target. 14: 74-75% of students meet target. 13: 72-73% of students meet target. 12: 70-71% of students meet targets. 11: 68-69% of students meet targets. 10: 66-67% of students meet targets. 9: 65% of students meet targets.</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>8: 62-64% of students meet target. 7: 59-61% of students meet targets. 6: 56-58% of students meet targets. 5: 53-55% of students meet targets. 4: 51-52% of students meet targets. 3: 50% of students meet targets.</p>
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>2: 25-49% of students meet targets. 1: 1-24% of students meet targets. 0: 0% of students meet targets.</p>

2.9) High School English Language Arts

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

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

High School English Courses	Assessment
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Grade 9 ELA	District, regional or BOCES-developed assessment	District-developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District-developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive and Common Core English Regents Exam

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.	<p>Prior ELA scores and beginning of the year classwork will be used to establish a baseline. Using the baseline data, teachers and principals will establish targets for individual students. HEDI points will be assigned based the on the percentage of students meeting those targets.</p> <p>Students in Common Core courses will take the Common Core ELA Regents. Students in a 2005 standard course will take only the Comprehensive Regents so long as permitted and then the Common Core ELA Regents thereafter.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>20: 95-100% of students meet target. 19: 90-94% of students meet targets. 18: 85-89% of students meet targets.</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>17: 82-84% of students meet target. 16: 79-81% of students meet target. 15: 76-78% of students meet target. 14: 74-75% of students meet target. 13: 72-73% of students meet target. 12: 70-71% of students meet targets. 11: 68-69% of students meet targets. 10: 66-67% of students meet targets. 9: 65% of students meet targets.</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>8: 62-64% of students meet target. 7: 59-61% of students meet targets. 6: 56-58% of students meet targets. 5: 53-55% of students meet targets. 4: 51-52% of students meet targets. 3: 50% of students meet targets.</p>
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>2: 25-49% of students meet targets. 1: 1-24% of students meet targets. 0: 0% of students meet targets.</p>

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All Technology, Music, Art, Health, PE, Research, and Business classes	District, Regional or BOCES-developed	District-developed Grade/Subject Specific Assessment
All Spanish and French Classes	District, Regional or BOCES-developed	Consortium-developed Grade/Subject Specific Assessment
All other courses not named above	District, Regional or BOCES-developed	District-developed Grade/Subject 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 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.	Pretests and other data where applicable will be analyzed at the beginning of the year to establish a baseline. Using the baseline data, teachers and principals will establish targets for individual students. HEDI points will be assigned based on the percentage of students meeting those targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20: 95-100% of students meet target. 19: 90-94% of students meet targets. 18: 85-89% of students meet targets.
Effective (9 - 17 points) Results meet District goals for similar students.	17: 82-84% of students meet target. 16: 79-81% of students meet target. 15: 76-78% of students meet target. 14: 74-75% of students meet target. 13: 72-73% of students meet target. 12: 70-71% of students meet targets. 11: 68-69% of students meet targets. 10: 66-67% of students meet targets. 9: 65% of students meet targets.
Developing (3 - 8 points) Results are below District goals for similar students.	8: 62-64% of students meet target. 7: 59-61% of students meet targets. 6: 56-58% of students meet targets. 5: 53-55% of students meet targets. 4: 51-52% of students meet targets. 3: 50% of students meet targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2: 25-49% of students meet targets. 1: 1-24% of students meet targets. 0: 0% of students meet targets.

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

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

No 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: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked

2.14) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, October 02, 2014

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	iReady ELA and Math Assessments
5	6(ii) School wide measure computed locally	iReady ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
7	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
8	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science

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	Individual growth targets will be set by individual teachers in consultation with their building principals. They will use
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subcomponent. If needed, you may upload a table or graphic at 3.3, below.

relevant data to determine appropriate goals.

For Grades 4 & 5 HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the k-5 iReady ELA and Math.

For grades 6-8, HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the following assessments: NYS exams given to 8th graders in Algebra, Earth Science, and Science 8 as well as district-developed final assessments in Social Studies 7 & 8 and Science 6 & 7.

In the absence of a value added measure the 20 point scale in task 3.4 will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15: 94-100% of students meeting targets 14: 89-93% of students meeting targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13: 84-88% of students meeting targets 12: 78-83% of students meeting targets 11: 67-77% of students meeting targets 10: 61-66% of students meeting targets 9: 60% of students meeting targets 8: 57-59% of students meeting targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7: 53-56% of students meeting targets 6: 48-52% of students meeting targets 5: 43-47% of students meeting targets 4: 38-42% of students meeting targets 3: 30-37% of students meeting targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2: 21-29% of students meeting targets 1: 1-20% of students meeting targets 0: 0% of students meeting targets

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	iReady ELA and Math Assessments
5	6(ii) School wide measure computed locally	iReady ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
7	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
8	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Growth targets will be set by individual teachers in consultation with their building principals. They will use relevant data to determine appropriate goals.</p> <p>For Grades 4 & 5 HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the k-5 iReady ELA and Math.</p> <p>For grades 6-8, HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the following assessments: NYS exams given to 8th graders in Algebra, Earth Science, and Science 8 as well as district-developed final assessments in Social Studies 7 & 8 and Science 6 & 7.</p> <p>In the absence of a value added measure the 20 point scale in task 3.4 will be used.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>15: 94-100% of students meeting targets 14: 89-93% of students meeting targets</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>13: 84-88% of students meeting targets 12: 78-83% of students meeting targets 11: 67-77% of students meeting targets 10: 61-66% of students meeting targets 9: 60% of students meeting targets 8: 57-59% of students meeting targets</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>7: 53-56% of students meeting targets 6: 48-52% of students meeting targets 5: 43-47% of students meeting targets 4: 38-42% of students meeting targets 3: 30-37% of students meeting targets</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2: 21-29% of students meeting targets 1: 1-20% of students meeting targets 0: 0% of students meeting targets</p>

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

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

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.	Individual growth targets will be set by individual teachers in consultation with their building principals. They will use relevant data to determine appropriate goals. For Grades k-3 HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the k-5 iReady ELA and Math.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20: 100% of students meeting targets 19: 95-99% of students meeting targets 18: 90-94% of students meeting targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17: 85-89% of students meeting targets 16: 80-84% of students meeting targets 15: 75-79% of students meeting targets 14: 70-74% of students meeting targets 13: 65-69% of students meeting targets 12: 60-64% of students meeting targets 11: 55-59% of students meeting targets 10: 50-54% of students meeting targets 9: 45-49% of students meeting targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8: 40-44% of students meeting targets 7: 35-39% of students meeting targets 6: 30-34% of students meeting targets 5: 25-29% of students meeting targets 4: 20-24% of students meeting targets 3: 15-19% of students meeting targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2: 10-14% of students meeting targets 1: 5-9% of students meeting targets 0: 0-4% of students meeting targets

3.5) Grades K-3 Math

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

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

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Individual growth targets will be set by individual teachers in consultation with their building principals. They will use relevant data to determine appropriate goals.</p> <p>For Grades k-3 HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the k-5 iReady ELA and math.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20: 100% of students meeting targets 19: 95-99% of students meeting targets 18: 90-94% of students meeting targets</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17: 85-89% of students meeting targets 16: 80-84% of students meeting targets 15: 75-79% of students meeting targets 14: 70-74% of students meeting targets 13: 65-69% of students meeting targets 12: 60-64% of students meeting targets 11: 55-59% of students meeting targets 10: 50-54% of students meeting targets 9: 45-49% of students meeting targets</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8: 40-44% of students meeting targets 7: 35-39% of students meeting targets 6: 30-34% of students meeting targets 5: 25-29% of students meeting targets 4: 20-24% of students meeting targets 3: 15-19% of students meeting targets</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2: 10-14% of students meeting targets 1: 5-9% of students meeting targets 0: 0-4% of students meeting targets</p>

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	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
7	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
8	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Individual growth targets will be set by individual teachers in consultation with their building principals. They will use relevant data to determine appropriate goals. For grades 6-8, HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the following assessments: NYS exams given to 8th graders in Algebra, Earth Science, and Science 8 as well as district-developed final assessments in Social Studies 7 & 8 and Science 6 & 7.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20: 100% of students meeting targets 19: 95-99% of students meeting targets 18: 90-94% of students meeting targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17: 85-89% of students meeting targets 16: 80-84% of students meeting targets 15: 75-79% of students meeting targets 14: 70-74% of students meeting targets 13: 65-69% of students meeting targets 12: 60-64% of students meeting targets 11: 55-59% of students meeting targets 10: 50-54% of students meeting targets 9: 45-49% of students meeting targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8: 40-44% of students meeting targets 7: 35-39% of students meeting targets 6: 30-34% of students meeting targets 5: 25-29% of students meeting targets 4: 20-24% of students meeting targets 3: 15-19% of students meeting targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2: 10-14% of students meeting targets 1: 5-9% of students meeting targets 0: 0-4% of students meeting targets

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	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
7	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science

8	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
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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.	Individual growth targets will be set by individual teachers in consultation with their building principals. They will use relevant data to determine appropriate goals. For grades 6-8, HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the following assessments: NYS exams given to 8th graders in Algebra, Earth Science, and Science 8 as well as district-developed final assessments in Social Studies 7 & 8 and Science 6 & 7.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20: 100% of students meeting targets 19: 95-99% of students meeting targets 18: 90-94% of students meeting targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17: 85-89% of students meeting targets 16: 80-84% of students meeting targets 15: 75-79% of students meeting targets 14: 70-74% of students meeting targets 13: 65-69% of students meeting targets 12: 60-64% of students meeting targets 11: 55-59% of students meeting targets 10: 50-54% of students meeting targets 9: 45-49% of students meeting targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8: 40-44% of students meeting targets 7: 35-39% of students meeting targets 6: 30-34% of students meeting targets 5: 25-29% of students meeting targets 4: 20-24% of students meeting targets 3: 15-19% of students meeting targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2: 10-14% of students meeting targets 1: 5-9% of students meeting targets 0: 0-4% of students meeting targets

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
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Global 1	6(ii) School wide measure computed locally	All Regents Exams
Global 2	6(ii) School wide measure computed locally	All Regents Exams
American History	6(ii) School wide measure computed locally	All Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>HEDI points will be allocated to a teacher based on a school wide weighted average passing rate (65 or higher) of all Regents exams. This school wide weighted average will be calculated by 1) determining the average student achievement for each exam, 2) determining the weight of each exam based on the number of students taking it, 3) calculating an weighted average student achievement score using these two values.</p> <p>The 2005 standards and Common Core Regents exams will be offered to students in Common Core courses where applicable. Teachers will use the higher of the two exam scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>20: 100% Weighted Average Student Achievement Score 19: 95-99% Weighted Average Student Achievement Score 18: 90-94% Weighted Average Student Achievement Score</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>17: 85-89% Weighted Average Student Achievement Score 16: 80-84% Weighted Average Student Achievement Score 15: 75-79% Weighted Average Student Achievement Score 14: 70-74% Weighted Average Student Achievement Score 13: 65-69% Weighted Average Student Achievement Score 12: 60-64% Weighted Average Student Achievement Score 11: 55-59% Weighted Average Student Achievement Score 10: 50-54% Weighted Average Student Achievement Score 9: 45-49% Weighted Average Student Achievement Score</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>8: 40-44% Weighted Average Student Achievement Score 7: 35-39% Weighted Average Student Achievement Score 6: 30-34% Weighted Average Student Achievement Score 5: 25-29% Weighted Average Student Achievement Score 4: 20-24% Weighted Average Student Achievement Score 3: 15-19% Weighted Average Student Achievement Score</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>2: 10-14% Weighted Average Student Achievement Score 1: 5-9% Weighted Average Student Achievement Score 0: 0-4% Weighted Average Student Achievement Score</p>

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>HEDI points will be allocated to a teacher based on a school wide weighted average passing rate (65 or higher) of all Regents exams. This school wide weighted average will be calculated by 1) determining the average student achievement for each exam, 2) determining the weight of each exam based on the number of students taking it, 3) calculating an weighted average student achievement score using these two values.</p> <p>The 2005 standards and Common Core Regents exams will be offered to students in Common Core courses where applicable. Teachers will use the higher of the two exam scores for APPR purposes.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>20: 100% Weighted Average Student Achievement Score 19: 95-99% Weighted Average Student Achievement Score 18: 90-94% Weighted Average Student Achievement Score</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>17: 85-89% Weighted Average Student Achievement Score 16: 80-84% Weighted Average Student Achievement Score 15: 75-79% Weighted Average Student Achievement Score 14: 70-74% Weighted Average Student Achievement Score 13: 65-69% Weighted Average Student Achievement Score 12: 60-64% Weighted Average Student Achievement Score 11: 55-59% Weighted Average Student Achievement Score 10: 50-54% Weighted Average Student Achievement Score 9: 45-49% Weighted Average Student Achievement Score</p>
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>8: 40-44% Weighted Average Student Achievement Score 7: 35-39% Weighted Average Student Achievement Score 6: 30-34% Weighted Average Student Achievement Score 5: 25-29% Weighted Average Student Achievement Score 4: 20-24% Weighted Average Student Achievement Score 3: 15-19% Weighted Average Student Achievement Score</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>2: 10-14% Weighted Average Student Achievement Score 1: 5-9% Weighted Average Student Achievement Score 0: 0-4% Weighted Average Student Achievement Score</p>

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	All Regents Exams
Geometry	6(ii) School wide measure computed locally	All Regents Exams
Algebra 2	6(ii) School wide measure computed locally	All Regents Exams

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

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

NOTE: As applicable, 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.	<p>HEDI points will be allocated to a teacher based on a school wide weighted average passing rate (65 or higher) of all Regents exams. This school wide weighted average will be calculated by 1) determining the average student achievement for each exam, 2) determining the weight of each exam based on the number of students taking it, 3) calculating an weighted average student achievement score using these two values.</p> <p>The 2005 standards and Common Core Regents exams will be offered to students in Common Core courses where applicable. Teachers will use the higher of the two exam scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>20: 100% Weighted Average Student Achievement Score 19: 95-99% Weighted Average Student Achievement Score 18: 90-94% Weighted Average Student Achievement Score</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>17: 85-89% Weighted Average Student Achievement Score 16: 80-84% Weighted Average Student Achievement Score 15: 75-79% Weighted Average Student Achievement Score 14: 70-74% Weighted Average Student Achievement Score 13: 65-69% Weighted Average Student Achievement Score 12: 60-64% Weighted Average Student Achievement Score 11: 55-59% Weighted Average Student Achievement Score 10: 50-54% Weighted Average Student Achievement Score 9: 45-49% Weighted Average Student Achievement Score</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>8: 40-44% Weighted Average Student Achievement Score 7: 35-39% Weighted Average Student Achievement Score 6: 30-34% Weighted Average Student Achievement Score 5: 25-29% Weighted Average Student Achievement Score 4: 20-24% Weighted Average Student Achievement Score 3: 15-19% Weighted Average Student Achievement Score</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>2: 10-14% Weighted Average Student Achievement Score 1: 5-9% Weighted Average Student Achievement Score 0: 0-4% Weighted Average Student Achievement Score</p>

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	All Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	All Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	All Regents Exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>HEDI points will be allocated to a teacher based on a school wide weighted average passing rate (65 or higher) of all Regents exams. This school wide weighted average will be calculated by 1) determining the average student achievement for each exam, 2) determining the weight of each exam based on the number of students taking it, 3) calculating an weighted average student achievement score using these two values.</p> <p>The 2005 standards and Common Core Regents exams will be offered to students in Common Core courses where applicable. Teachers will use the higher of the two exam scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>20: 100% Weighted Average Student Achievement Score 19: 95-99% Weighted Average Student Achievement Score 18: 90-94% Weighted Average Student Achievement Score</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>17: 85-89% Weighted Average Student Achievement Score 16: 80-84% Weighted Average Student Achievement Score 15: 75-79% Weighted Average Student Achievement Score 14: 70-74% Weighted Average Student Achievement Score 13: 65-69% Weighted Average Student Achievement Score 12: 60-64% Weighted Average Student Achievement Score 11: 55-59% Weighted Average Student Achievement Score 10: 50-54% Weighted Average Student Achievement Score 9: 45-49% Weighted Average Student Achievement Score</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>8: 40-44% Weighted Average Student Achievement Score 7: 35-39% Weighted Average Student Achievement Score 6: 30-34% Weighted Average Student Achievement Score 5: 25-29% Weighted Average Student Achievement Score 4: 20-24% Weighted Average Student Achievement Score 3: 15-19% Weighted Average Student Achievement Score</p>

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

2: 10-14% Weighted Average Student Achievement Score
 1: 5-9% Weighted Average Student Achievement Score
 0: 0-4% Weighted Average Student Achievement Score

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other MS Courses	6(ii) School wide measure computed locally	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
All other HS Courses	6(ii) School wide measure computed locally	All Regents Exams
All other ESCourses	6(ii) School wide measure computed locally	iReady ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Individual growth targets will be set by individual teachers in consultation with their building principals. They will use relevant data to determine appropriate goals.

For k-5 teachers, HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the k-5 iReady ELA and math.

For 6-8 teachers, HEDI points will be awarded to teachers based on the percentage of students school-wide meeting or exceeding growth targets on the following assessments: NYS exams given to 8th graders in Algebra, Earth Science, and Science 8 as well as district-developed final assessments in Social Studies 7 & 8 and Science 6 & 7.

HEDI points will be allocated to a teacher based on a school wide weighted average passing rate (65 or higher) of all Regents exams. This school wide weighted average will be calculated by 1) determining the average student achievement for each exam, 2) determining the weight of each exam based on the number of students taking it, 3) calculating an weighted average student achievement score using these two values.

The 2005 standards and Common Core Regents exams will be offered to students in Common Core courses where applicable. Teachers will use the higher of the two exam scores for APPR purposes.

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

20: 100% of students meeting targets
20: 100% Weighted Average Student Achievement Score on Regents Exams

19: 95-99% of students meeting targets
19: 95-99 pt. Weighted Average Student Achievement Score on Regents Exams

18: 90-94% of students meeting targets
18: 90-94 pt. Weighted Average Student Achievement Score on Regents Exams

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

17: 85-89% of students meeting targets
17: 85-89% Weighted Average Student Achievement Score on Regents Exams

16: 80-84% of students meeting targets
16: 80-84 pt. Weighted Average Student Achievement Score on Regents Exams

15: 75-79% of students meeting targets
15: 75-79 pt. Weighted Average Student Achievement Score on Regents Exams

14: 70-74% of students meeting targets
14: 70-74 pt. Weighted Average Student Achievement Score on Regents Exams

13: 65-69% of students meeting targets
13: 65-69 pt. Weighted Average Student Achievement Score on Regents Exams

12: 60-64% of students meeting targets
12: 60-64 pt. Weighted Average Student Achievement Score on Regents Exams

11: 55-59% of students meeting targets
11: 55-59 pt. Weighted Average Student Achievement Score on Regents Exams

10: 50-54% of students meeting targets
10: 50-54 pt. Weighted Average Student Achievement Score on Regents Exams

9: 45-49% of students meeting targets
9: 45-49 pt. Weighted Average Student Achievement Score on Regents Exams

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

8: 40-44% of students meeting targets
8: 40-44% Weighted Average Student Achievement Score on Regents Exams

7: 35-39% of students meeting targets
7: 35-39 pt. Weighted Average Student Achievement Score on

Regents Exams

6: 30-34% of students meeting targets
6: 30-34 pt. Weighted Average Student Achievement Score on Regents Exams

5: 25-29% of students meeting targets
5: 25-29 pt. Weighted Average Student Achievement Score on Regents Exams

4: 20-24% of students meeting targets
4: 20-24 pt. Weighted Average Student Achievement Score on Regents Exams

3: 15-19% of students meeting targets
3: 15-19 pt. Weighted Average Student Achievement Score on Regents Exams

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

2: 10-14% of students meeting targets
2: 10-14% Weighted Average Student Achievement Score on Regents Exams

1: 5-9% of students meeting targets
1: 5-9 pt. Weighted Average Student Achievement Score on Regents Exams

0: 0-4% of students meeting targets
0: 0-4 pt. Weighted Average Student Achievement Score on Regents Exams

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

No 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 HEDI score is calculated by weighting individual HEDI scores based on the number of students in each course and averaging the numbers together to receive a final HEDI score.

Standard rounding rules will apply when calculating the final HEDI score.

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, September 23, 2014

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.)

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric
Second Rubric, if applicable	Not Applicable

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
Structured reviews of lesson plans, student portfolios and other teacher artifacts	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.

At least two formal observations conducted by evaluators trained to meet State requirements for tenured Teachers and three formal observations for non-tenured teachers:

1) The announced observation consists of a pre-observation meeting that will include a structured review of the lesson plan, lesson objectives, review of student work samples, data, how learning will be assessed, and discussion of the lesson itself. The observation will identify applicable New York State Teaching Standards, New York State Standards, Common Core Standards and student achievement data. The post observation meeting will consist of feedback about the alignment of the lesson to both the teaching standards and common core standards, effectiveness of the lesson plan and delivery, student data evidence, and evidence of student learning.

2) The unannounced observation will identify applicable New York State Teaching Standards, New York State Standards, Common Core Standards and student achievement data. The post observation meeting will consist of feedback about the alignment of the lesson to both the teaching standards and common core standards, effectiveness of the lesson plan and delivery, student data evidence, and evidence of student learning.

"Other Measures:"

A Professional Portfolio will be a compilation of carefully selected examples of both teacher and student work that addresses the NYSUT Teacher Practice Rubric Indicators (aligned to Teaching Standards) that were not addressed in the two observations and may include lesson plans, instructional artifacts, examples of student work, video of instruction, student data, etc. that assists the teacher and the administrator in reflecting upon the teacher’s performance during the past year and will be used for assessment of achieving competence in New York State Teaching Standards.

In a given observation or portfolio review, teachers will be given a holistic score for each NYSUT rubric standard observed. Each standard will be rated on a scale of 1-4 based on the evidence observed. These holistic scores will be averaged together (total points divided by total number of standards observed) for an overall score for that observation or portfolio review. These overall scores will then be averaged together and, using the attached chart, converted to a score out of 60 points and a corresponding HEDI value. Because the chart only displays decimal points into the thousandth place, averages will only be tabulated to that place using conventional rounding rules.

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/12179/1369329-eka9yMJ855/new-4.5 Process for Assigning Points and Determining HEDI Ratings APPR_4.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Highly Effective Rating is a teacher whose overall performance and results exceeds the standards and receives 59-60 points on the Conversion Chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective Rating is a teacher whose overall performance and results meet the standards and receives 57-58 points on the Conversion Chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing Rating is a teacher whose overall performance and results need improvement in order to meet the standards and receives 50-56 points on the Conversion Chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective Rating is a teacher whose overall performance and results do not meet the standards and receives 0-49 points on the Conversion Chart.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
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?

- Not Applicable
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 08, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, September 23, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/12193/1369331-Df0w3Xx5v6/new APPR Teacher Improvement Plan \(TIP\) Form_2.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeal Procedure

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either Developing or Ineffective.

To the extent that a teacher/principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

In accordance with the law, final APPR ratings must be given by September 1st.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

There will only be appeals of overall composite APPR ratings. Appeals of annual professional performance reviews should be limited to those that rate a teacher/principal as Ineffective or Developing only.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans.

The person receiving the evaluation has the burden to prove an incorrect evaluation based on the above points.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A person receiving an evaluation may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

TIMEFRAME FOR FILING APPEAL

Appeals shall be submitted to the Board Clerk. All appeals must be submitted in writing no later than 20 school days from the date when the person receiving the evaluation is notified of his or her annual professional performance review. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the person receiving the evaluation must submit a detailed written description of the specific areas of disagreement over his or her performance rating and attach any additional documents or materials relevant to the appeal. The performance rating being challenged must also be submitted with the appeal. Any information not submitted when the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT RESPONSE

Within 20 school days of receipt of an appeal, the evaluator who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The person receiving the evaluation shall receive a copy of the response filed by the original evaluator, and any and all additional information submitted with the response, at the same time the school district files its response. The evaluator's response to the appeal shall be submitted to the Board Clerk.

DECISION-MAKER ON APPEAL

The decision-making panel's task is to evaluate the disputed evaluation, not to reevaluate the teacher. A consensus decision shall be rendered by at least two principals who are trained and certified evaluators. The original evaluator cannot participate in the decision-making process. If the decision-making panel cannot reach consensus, then the appeal will be sustained.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 20 school days from the date upon which the original evaluator has responded to the appeal. The appeal shall be based on a written record, comprised of the appeal, the response, and supporting documents supplied by both parties. This decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. If the appeal is sustained, the decision-making panel will recalculate the points and determine the appropriate HEDI rating. If a consensus decision cannot be reached by the panel, the next higher HEDI rating will be given to the teacher. Existing TIPS will be discontinued if the new teacher rating is Effective or Highly Effective. A copy of the decision shall be provided to the all parties.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher/principal performance review and/or improvement plan. A teacher 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.

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.

Administrative personnel will receive a minimum of 15 hours of training on the use of NYSUT approved Teacher Practice Rubric Aligned with the NYS Teaching Standards. The training will be ongoing throughout the year and will consist of grading sample videotaped lessons with feedback from a master evaluator. Upon successful completion, evaluators will be certified by the Board of Education. Successful completion of training ensures inter-rater reliability. Re-certification will take place annually.

Training will address all nine elements required by Regents rules Section 30-2.9.

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 Thursday, October 02, 2014

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

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

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

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

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.	NA
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

(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: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	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
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, October 22, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	iReady Math and ELA Assessments and State Assessments
6-8	(d) measures used by district for teacher evaluation	NYS Assessments in Common Core Algebra, Earth Science, and Science 8 as well as District-Developed final assessments for 7 & 8 Social Studies and 6 & 7 Science
9-12	(d) measures used by district for teacher evaluation	All Regents Exams

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the Elementary and Middle School principals, individual growth targets will be set by teachers in collaboration with building principals. These targets will be approved by the District Office. They will use pretests given at the beginning of the year and other assessments students may have taken in previous years to determine appropriate goals. HEDI points will be awarded based on the percentage of students meeting or exceeding growth targets.</p> <p>For the High School Principal, HEDI points will be allocated based on the average percentage of students passing (65 or higher) of all Regents exams.</p> <p>Both the 2005 and Common Core Regents will be administered to students in Common Core Courses so long as permitted by SED. The higher of the two scores will be awarded to the</p>
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principal for APPR purposes.

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

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

(No response)

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

assets/survey-uploads/12190/1369333-qBFVOWF7fC/8.1 tables.docx

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

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

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

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

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

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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, September 23, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(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)

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.

Each year, principals in consultation with the superintendent will select three domains of the Multi-Dimensional rubric to focus on. All domains for which evidence is observed or gathered will be scored. In a given observation or portfolio review, principals will be given a holistic score for each Multi-Dimensional rubric domain observed. Each domain will be rated on a scale of 1-4 based on the evidence observed. These holistic scores will be averaged together (total points divided by total number of standards observed) for an overall score for that observation or portfolio review. These overall scores will then be averaged together and, using the attached chart, converted to a score out of 60 points and a corresponding HEDI value. Because the chart only displays decimal points into the thousandth place, averages will only be tabulated to that place using conventional rounding rules.

The total average rubric scores used in the upload are the minimum values necessary to earn the corresponding HEDI points.

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

[assets/survey-uploads/5143/130448-pMADJ4gk6R/SamplePrincipal Rubric Doc APPR_1.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	See Attached Table
Effective: Overall performance and results meet standards.	See Attached Table
Developing: Overall performance and results need improvement in order to meet standards.	See Attached Table
Ineffective: Overall performance and results do not meet standards.	See Attached Table

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 Thursday, August 14, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, September 23, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1369336-Df0w3Xx5v6/new APPR Principal Improvement Plan \(PIP\) Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeal Procedure for Principals

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either Developing or Ineffective.

To the extent that a teacher/principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

In accordance with the law, final APPR ratings must be given by September 1st.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

There will only be appeals of overall composite APPR ratings. Appeals of annual professional performance reviews should be limited to those that rate a principal as Ineffective or Developing only.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans.

The person receiving the evaluation has the burden to prove an incorrect evaluation based on the above points.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A person receiving an evaluation may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 20 school days from the date when the person receiving the evaluation is notified of his or her annual professional performance review. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the person receiving the evaluation must submit a detailed written description of the specific areas of disagreement over his or her performance rating and attach any additional documents or materials relevant to the appeal. The performance rating being challenged must also be submitted with the appeal. Any information not submitted when the appeal is filed shall not be considered. The appeal must be submitted to the Board Clerk.

TIMEFRAME FOR DISTRICT RESPONSE

Within 20 school days of receipt of an appeal, the evaluator who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The person receiving the evaluation shall receive a copy of the response filed by the original evaluator, and any and all additional information submitted with the response, at the same time the school district files its response. The district response must be submitted to the Board Clerk.

DECISION-MAKER ON APPEAL

A decision shall be rendered by a mutually agreed upon mediator who is familiar with school law using written documents and oral testimony provided by both parties.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 20 school days from the date upon which the original evaluator has responded to the appeal. The appeal shall be based on a written record, comprised of the appeal, the response, supporting documents supplied by both parties, and oral testimony. This decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. If the appeal is sustained, the decision-making panel will recalculate the points and determine the appropriate HEDI rating. Existing PIPs (Principal Improvement Plans) will be discontinued if the new principal rating is Effective or Highly Effective. A copy of the decision shall be provided to the all parties.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/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 lead evaluator will attend a minimum of 15 hours of evaluation training provided on the Multi-Dimensional Rubric. The training will be ongoing throughout the year and will consist of grading sample videotaped lessons and artifacts with feedback from a master evaluator. Upon successful completion, lead evaluators will be certified by the Board of Education. Successful completion of training ensures inter-rater reliability. Re-certification will take place annually in the same manner.

The training will address all nine elements required by Regents rules Section 30-2.9.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, October 23, 2014

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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/12158/1369337-3Uqgn5g9Iu/APPR Certification Form for Manchester-Shortsville.pdf](assets/survey-uploads/12158/1369337-3Uqgn5g9Iu/APPR%20Certification%20Form%20for%20Manchester-Shortsville.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.

4.5: Process for Assigning Points and Determining HEDI Ratings

Observations/Other Measures Rubric Scoring Chart

Assessment of Teacher Effectiveness Standard	Observation 1 (Announced)	Observation 2 (Unannounced)	Observation 3 (Probationary Announced)	“Other Measures”: Portfolio
Standard 1: Knowledge of Student and Student Learning				
Standard 2: Knowledge of Content and Instructional Planning				
Standard 3: Instructional Practice				
Standard 4: Learning Environment				
Standard 5: Assessment for Student Learning				
Standard 6: Professional Responsibility and Collaboration				
Standard 7: Professional Growth				
Subtotal of Observation and Evidence Column				
Divide by the Number of Standards in Each Column				
Average the Final Scores /Total Score of Professional Practice Rating 1-4				
Sub-component Score				
HEDI Rating				

Rubric Score to Sub-Component Conversion Chart (60% of Other Measures)

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective (0-49)		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16

1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing (50-56)		
1.5-1.6		50
1.7-1.8		51
1.9		52
2.0		53
2.1-2.2		54
2.3		55
2.4		56
Effective (57-58)		
2.5-2.9		57
3.0-3.4		58
Highly Effective (59-60)		
3.5-3.7		59
3.8-4.0		60

*The total average rubric scores are the minimum values necessary to earn each corresponding 0-60 HEDI point.

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan

Teacher Improvement Plan (TIP)

In the event a teacher's overall APPR composite score is rated "Developing" or "Ineffective" a Teacher Improvement Plan (TIP) will be created between the building principal, the teacher and other applicable personnel within ten (10) school days from the opening of classes in the school year following the performance year. It is expected that improvement will occur and the established steps developed in the TIP will be completed within one year from the start of the TIP.

The ultimate goal of the TIP is to improve the professional performance of the teacher; the TIP is not to be used as a disciplinary tool. The TIP itself is not an evaluation, though it can be used as evidence of professional performance. The TIP will address professional issues within the scope of the NYS teaching standards and that are in need of improvement.

The following guidelines have been established for the creation of a Teacher Improvement Plan (TIP):

- The teacher shall receive a written formal notification from their building principal of the need for a TIP.
- The teacher shall work with the building principal and other appropriate personnel to collaboratively develop the TIP.
- The TIP shall be written within ten school days from the opening of classes in the school year following the performance year.
- The appropriate area (Standard, Element, and Indicator) in need of improvement shall be identified through the APPR process from the previous year.
- The TIP shall identify the evidence expected to demonstrate improvement has occurred.
- The TIP shall include action steps or best practices aligned to the area(s) in need of improvement.
- The TIP shall include at least one intermediate benchmark for each action step or best practice.
- The TIP shall include a timeframe of up to one year to implement the action step or best practice.
- The TIP shall include possible resources, including any staff development, needed to complete the action step or best practice.
- The TIP shall identify the method(s) of evaluation to determine that improvement has occurred.
- Meetings between the teacher and building principal will occur on a regular basis (but no more than once a month) to review the status of the TIP and discuss, view, and note evidence of professional performance.
- A meeting will occur to determine if the established action steps or best practices in the TIP have been met.

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan Teacher Improvement Plan Notification

Teacher: _____

Date: _____

Principal: _____

Assignment: _____

This form officially communicates that based on your HEDI rating of "Developing" or "Ineffective" in the previous school year you are required to create a Teacher Improvement Plan with your building principal. Use this form with your building principal to collaboratively develop a Teacher Improvement Plan to demonstrate professional performance. Based on the APPR process in the previous school year the following checked teaching standards will be included in the Teacher Improvement Plan.

NYS Teaching Standards:

- Knowledge of Students and Student Learning

- Knowledge of Content and Instructional Planning

- Instructional Practice

- Learning Environment

- Assessment for Student Learning

- Professional Responsibilities and Collaboration

- Professional Growth

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan Teacher Improvement Plan (TIP)

Teacher Name: _____ Assignment: _____

Performance School Year: _____ TIP School Year: _____

Teacher Signature: _____ Principal Signature: _____

1. Meet with your building principal early in the school year. The TIP shall be in place within ten (10) school days from the opening of classes in the school year following the performance year.

Date and Time of Initial Meeting: _____

2. Standards, elements, and indicators are from the NYSUT Teacher Practice Rubric aligned with the NYS Teaching Standards. Identify the most appropriate standard, element, and indicators in need of improvement based on the APPR process in the previous school year in the table below.
3. Professional performance should be evidenced in measurable or observable ways. Identify the evidence expected to demonstrate that improvement has occurred in the table below.

Table A: Attach additional pages if necessary.

Standard	Element	Indicator	Evidence

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan

4. Elements of instruction and researched based professional teaching methods will be the source for most action steps. Identify action steps or best practices aligned to the area(s) in need of improvement in the table below.
5. Setting smaller, yet specific performance indicators that contribute to the overall action step or best practice is accomplished by benchmarking. Identify at least one intermediate benchmark for each action step or best practice.
6. Appropriate support will be provided to the teacher in order to address the identified area(s) if needed. Identify resources needed to complete the action step or best practice in the table below.
7. It is expected that all aspects of the TIP will be completed within one year. Identify a timeframe to implement the action step or best practice.
8. The evaluation method used should be the simplest, available type that aligns with the action step or best practice. The TIP shall identify the method(s) of evaluation to determine that improvement has occurred.

Table B: Attach additional pages for multiple action steps.

Standard _____ Element _____ Indicator _____				
Action Step/Best Practice:				
Benchmarks	Resources Needed	Timeframe or Date of Implementation	Evaluation Method	Acknowledgement of Completion (Teacher and Principal)

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan

9. If possible, set the next meeting date and possibly a back-up date at the previous meeting. Use this form to record planned meetings and to confirm when they happen. Meetings between the teacher and building principal shall occur on a regular basis (but no more than once a month) to review the status of the TIP and discuss, view, and note evidence of professional performance.

Table C: Attach additional pages to record additional meetings.

Meeting Date	Comments or Synopsis	Teacher Initials	Administrator Initials
1 st Meeting:			
2 nd Meeting:			
3 rd Meeting:			
Last Meeting:			

10. Evaluation will occur to determine if the established action steps or best practices in the TIP have been met. When all steps have been completed sign below and keep a copy of this form as your record of completion of the TIP.

Signatures

Teacher _____

Date _____

Principal _____

Date _____

Mission

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.

8.1

Table 4. 15 Point Scale

Local Measure of Student Achievement	Percentage of Students Meeting Achievement
15	96-100
14	90-95
13	82-89
12	75-81
11	67-74
10	60-66
9	52-59
8	45-51
7	39-44
6	33-38
5	27-32
4	21-26
3	15-20
2	10-14
1	5-9
0	0-4

Table 5. 20 Point Scale

Local measure of Student Achievement	Local Measure of Student Achievement
20	95-100
19	90-94
18	85-89
17	82-84
16	79-81
15	76-78
14	74-75
13	72-73
12	70-71
11	68-69
10	66-67
9	65
8	62-64
7	59-61
6	56-58
5	53-55
4	51-52
3	50
2	25-49
1	1-24
0	0

The above Table 4 15-point scale will be used to determine Local Measure HEDI points to a principal in the event a value added measure is approved. Table 5 is a 20-point scale to be used if no value-added measure is approved.

Process for Assigning Points and Determining HEDI Ratings for Principals in Other Measures of Effectiveness

Assessment of Teacher Effectiveness Standard	Multidimensional Rubric Score
Domain 1	
Domain 2	
Domain 3	
Domain 4	
Domain 5	
Domain 6	
Goal Achievement	
Subtotal of Observation and Evidence Column	
Divide by 7 (Number of Domains plus Goal Achievement portion)	
Sub-component Score	
Conversion score using chart	

Rubric Score to Sub-Component Conversion Chart (60% of Other Measures)

Total Average Rubric Score	Category	Conversion Score
	Ineffective (0-49)	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26

1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
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1.300		37
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1.317		39
1.325		40
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1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing (50-56)		
1.5-1.6		50
1.7-1.8		51
1.9		52
2.0		53
2.1-2.2		54
2.3		55
2.4		56
Effective (57-58)		
2.5-2.9		57
3.0-3.4		58
Highly Effective (59-60)		
3.5-3.7		59
3.8-4.0		60

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan

Principal Improvement Plan Notification

Principal's Name: _____

Date: _____

Evaluator: _____

Assignment: _____

This form officially communicates that the Manchester-Shortsville CSD believes you need to demonstrate professional growth in any specific area listed below. The purpose of this form is to demonstrate our desire to help you improve your professional skills.

Multidimensional Principal Performance:

____ Domain 1: Shared Vision of Learning

____ Domain 2: School Culture and Instructional Program

____ Domain 3: Safe, Efficient, Effective Learning Environment

____ Domain 4: Community

____ Domain 5: Integrity, Fairness, and Ethics

____ Domain 6: Political, Social, Legal, and Cultural Context

____ Goal Setting and Attainment

Date and Time of initial meeting: _____

Standards, Elements, and Indicators are from the Multidimensional Rubric Aligned with the ISLCC Standards.

Specific Indicator	Explanation

Mission

1

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan

Mission

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan Principal Improvement Plan

Principal's Name _____

Assignment _____

School Year _____

Date of initial planning meeting _____

Teacher Signature: _____

Evaluator Signature: _____

- Identification of the specific area(s) identified in the APPR process to be improved
- Prioritized areas for growth and evidence needed to show that the professional performance goals have been met and maintained

Domain	Indicator	Explanation	Evidence

- Action steps will be identified in order to accomplish the established goals
- A timeline within a year for accomplishing the change including intermediate benchmarks with monitoring
- Identification of resources that will be used to accomplish the goals

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan

Standard _____ Element _____ Indicator _____

Meeting Date		Principal Initials		Evaluator Initials	
Action Step:					
Benchmarks	Possible Resources Needed	Proposed Timeframe or Date(s) of Implementation	Evidence	Acknowledgement of Completion (Teacher and Administrator)	

Standard _____ Element _____ Indicator _____

Action Step:					
Benchmarks	Possible Resources Needed	Proposed Timeframe or Date(s) of Implementation	Evidence	Acknowledgement of Completion (Teacher and Administrator)	

Standard _____ Element _____ Indicator _____

Action Step:					
Benchmarks	Possible Resources Needed	Proposed Timeframe or Date(s) of Implementation	Evidence	Acknowledgement of Completion (Teacher and Administrator)	

Mission

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.

Manchester-Shortsville Central School District Annual Professional Performance Review (APPR) Plan

1 st Meeting:		
2 nd Meeting:		
3 rd Meeting:		
Last Meeting:		

Comments:

Signatures

Principal _____

Date _____

Evaluator _____

Date _____

Mission

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.

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

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

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

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

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

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

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

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

Charles Conway 10/22/14

Teachers Union President Signature: Date:

Tom M. ... 10/22/14

Administrative Union President Signature: Date:

Maria Priep 10/22/14

Board of Education President Signature: Date:

Krista A Gray 10/22/14

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

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

Superintendent / District Superintendent / Chancellor Signature: Date: