



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

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

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May 8, 2014

**Revised**

Kathryn Wegman, Superintendent  
Marion Central School District  
4034 Warner Road  
Marion, NY 14505

Dear Superintendent Wegman:

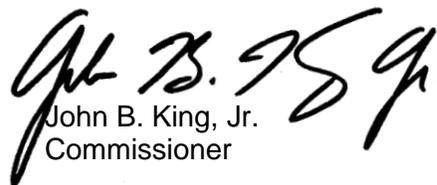
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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, February 25, 2014

Updated Wednesday, February 26, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 650701040000

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

650701040000

#### 1.2) School District Name: MARION CSD

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

MARION CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, February 25, 2014

Updated Thursday, April 24, 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 in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	see chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	see chart

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Marion CSD developed K Math assessment
1	District, regional, or BOCES-developed assessment	Marion CSD developed 1st grade Math assessment
2	District, regional, or BOCES-developed assessment	Marion CSD developed 2nd grade Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	see chart
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	see chart

## 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	Marion CSD developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	Marion CSD 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.	see chart
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	see chart

## 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	Marion CSd developed grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Marion CSD developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Marion CSD 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.	see chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart
Effective (9 - 17 points) Results meet District goals for similar students.	see chart
Developing (3 - 8 points) Results are below District goals for similar students.	see chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart

## 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	Marion CSD developed global 9 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	see chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart
Effective (9 - 17 points) Results meet District goals for similar students.	see chart
Developing (3 - 8 points) Results are below District goals for similar students.	see chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	see chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart
Effective (9 - 17 points) Results meet District goals for similar students.	see chart
Developing (3 - 8 points) Results are below District goals for similar students.	see chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart

## 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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	see chart Students enrolled in the Common Core algebra will take the Common Core Algebra Assessment. Students may take the Integrated Algebra Regents in addition. If a student takes both assessments, the higher of the two scores will be used for APPR purposes. Student enrolled in Integrated Algebra will take the Integrated Algebra Assessment until it is no longer offered or allowed for use.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart
Effective (9 - 17 points) Results meet District goals for similar students.	see chart
Developing (3 - 8 points) Results are below District goals for similar students.	see chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Marion CSD developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Marion CSD developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	see chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart

Effective (9 - 17 points) Results meet District goals for similar students.	see chart
Developing (3 - 8 points) Results are below District goals for similar students.	see chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education-all levels	District, Regional or BOCES-developed	Marion CSD developed grade specific PE assessment (all levels)
ART-elementary, middle/HS	District, Regional or BOCES-developed	Marion CSD developed grade specific Art assessment (all levels)
Family and consumer Science MS/HS	District, Regional or BOCES-developed	Marion CSD developed Family and Consumer Science assessment (MS/HS)
Participation in Government	District, Regional or BOCES-developed	Marin CSD developed Participation in Government assessment
Economics	District, Regional or BOCES-developed	Marion CSD developed Economics assessment
Technology-MS	District, Regional or BOCES-developed	Marin CSD developed MS Technology assessment
Spanish	District, Regional or BOCES-developed	Marin CSD developed Spanish assessment (1, 2,3,4)
German	District, Regional or BOCES-developed	Marin CSD developed German assessment (1,2,3,4)
Health-MS/HS	District, Regional or BOCES-developed	Marion CSD developed Health assessment (MS/HS)
Design and Drawing for Production	District, Regional or BOCES-developed	Marion CSD developed DDP assessment
elementary music	District, Regional or BOCES-developed	Marin CSD developed elementary music assessment
elementary band	District, Regional or BOCES-developed	Marin CSD developed elementary band assessment
Band-MS	District, Regional or BOCES-developed	Marion CSD developed MS Band assessment
HS band	District, Regional or BOCES-developed	Marion CSD developed HS band assessment
MS chorus	District, Regional or BOCES-developed	Marion CSD developed MS chorus assessment
HS chorus	District, Regional or BOCES-developed	Marion CSD developed HS chorus assessment
Library Media specialist, K-12	District, Regional or BOCES-developed	Marion CSD developed grade specific library media specialist assessment
Math grade 12	District, Regional or BOCES-developed	Marion CSD developed Math 12 assessment
ESL, K-12	State Assessment	NYSESLAT

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.	see chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart
Effective (9 - 17 points) Results meet District goals for similar students.	see chart
Developing (3 - 8 points) Results are below District goals for similar students.	see chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart

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

assets/survey-uploads/12186/1045315-avH4IQNZMh/Form2\_10\_AllOtherCourses[1]\_3.doc

### 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1045315-TXEttx9bQW/Process for assigning HEDI to SLOs\_1.doc

### 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.

NA

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

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

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

### 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, February 25, 2014

Updated Thursday, April 24, 2014

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> 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	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
5	6(ii) School wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
6	6(ii) School wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
7	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
8	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	see chart in 3.3 When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.
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3.3, below.

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

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
5	6(ii) School wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
6	6(ii) School wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
7	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
8	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	see chart in 3.3 When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.3

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Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. see chart in 3.3

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Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. see chart in 3.3

### 3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
1	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
2	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
3	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	see chart in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
1	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
2	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment

3	6(ii) School-wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
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For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	see chart in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart 3.13

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
7	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
8	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	see chart in 3.13 When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	see chart in 3.13

grade/subject.

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

see chart in 3.13

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

see chart in 3.13

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
7	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
8	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

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

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

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

see chart in 3.13

When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.

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

see chart in 3.13

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

see chart in 3.13

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

see chart in 3.13

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

see chart in 3.13

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
Global 2	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
American History	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	see chart in 3.13 When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

Earth Science	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
Chemistry	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
Physics	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	see chart in 3.13 When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
Geometry	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
Algebra 2	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

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.	see chart in 3.13 When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

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.	see chart in 3.13 When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All course K-6	6(ii) School wide measure computed locally	NYS Grade 3-6 ELA and Math assessment, NYS grade 4 science assessment
All course 7-12	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA and Math NYS 8th Grade Science, NYS Regents; Comprehensive ELA, Integrated Algebra, Global Studies, US History, Living Environment

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.	see chart in 3.13 When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart in 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. see chart in 3.13

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

(No response)

### 3.13) HEDI Tables or Graphics

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

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### 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.

NA

### 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.

NA

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances	Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances	Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances	Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances	Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances	Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

# 4. Other Measures of Effectiveness (Teachers)

Created Thursday, February 27, 2014

Updated Tuesday, May 06, 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	Danielson's Framework for Teaching (2011 Revised Edition)
---------------------------------------	---

Second Rubric, if applicable	(No response)
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### 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]	31
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	29

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.

See description and conversion chart. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding point value.

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

assets/survey-uploads/12179/1051934-eka9yMJ855/Teacher Standards-60 pts-Other\_3.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.	3.5-4.0
Effective: Overall performance and results meet NYS Teaching Standards.	2.5-3.4
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.5-2.4
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1-1.4

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, February 27, 2014

Updated Thursday, March 27, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Thursday, February 27, 2014

Updated Monday, April 28, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/1051977-Df0w3Xx5v6/Teacher Improvement Plan\_1.docx

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### Appeals Process

##### Part I -Substance (Composite Effectiveness Score)

- Evaluation appeals should be limited to "ineffective" composite effectiveness scores for probationary teachers and for tenured teachers, "ineffective" and "developing" composite effectiveness scores
- The appeals process should be based only on written record, no hearing or witnesses

- The rating of a principal on his/her own APPR should not be admissible as a basis for a teacher to appeal his or her own evaluation.
- Teacher evaluator must be trained on the 9 required components.
- A teacher cannot commence the appeal process prior to the receipt of their composite effectiveness score and rating from the district.
- A teacher may appeal the composite effectiveness score of his or her performance review.
- Appeals concerning a teacher's composite effectiveness score must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher receives his/her performance review.
- A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are permitted), to the Superintendent or his/her designee, with a copy to the lead evaluator whose performance review is being appealed, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
- Within ten (10) calendar days of the Superintendent's receipt of an appeal, the lead evaluator responsible for the performance review being appealed shall submit to the Superintendent a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.
- Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.
- The Superintendent shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.
- The decision of the Superintendent shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Superintendent's designee shall not be subject to any further appeal.
- The district reserves the right to deny tenure or terminate a probationary teacher during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal. If the determination to award or deny tenure is related to the subject of the appeal, then the decision to award or deny tenure will be made at the conclusion of the appeal process and tenure will not be awarded by estoppel if the appeal process goes beyond the probationary period.
- The Association and District intend and agree that any and all matters pertaining to the composite effectiveness score of a teacher's rating shall not be subject to the contractual grievance/arbitration procedure.

#### Part 2 - Procedure

- A teacher may appeal the school district's adherence to methodologies, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
- The affected unit member or unit president must give written notice to the Superintendent of any failure to adhere to the procedures (such as not complying with timelines, not conducting the minimum number of observations, observations or evaluations done by a person not properly trained, not doing a formative or summative evaluation meeting with a teacher) noted in this Annual Professional Performance Plan within ten calendar days after the failure or it will be deemed waived as grounds of appeal.
- The Superintendent shall issue a written decision on the merits of the alleged failure no later than ten (10) calendar days after receiving written notice from unit president.
- The decision of the Superintendent shall be final and an appeal shall be deemed concluded for the purpose of any proceeding conducted pursuant to Education Law Section 3020-a upon the issuance of that decision.

#### Outcomes of Procedural Appeals Subject to Grievance Arbitration

- If a timely appeal of a procedural issue is not satisfactorily resolved within the three, ten calendar days periods (30 total days), the Association may submit the outcome of the appeal directly to binding grievance arbitration under Article VI of the collective bargaining agreement. In such case, if the Association does not deliver the demand for arbitration to the Superintendent within ten calendar days after the expiration of the ten-day resolution period, the grievance is deemed waived and arbitration is barred.
- The district reserves the right to deny tenure or terminate a probationary teacher, except on the basis of performance, during the pendency of a procedural appeal and/or subsequent grievance arbitration of the Superintendent's denial of such appeal, but the authority of a grievance arbitrator to fashion a lawfully authorized remedy for a procedural violation shall not be limited by this provision. The Arbitration Process will be conducted in a timely and expeditious manner in accordance with Education Law 3012-c.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring

inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

All teacher evaluators/lead evaluators will be trained (30+ hours program) and must pass the Teachscape Proficiency Exam (6 hours test) based on Charlotte Danielson's 2011 Frameworks for Teaching. The District Network Team Equivalent completed the RTTT Network Team Institute provided by the State Education Department in Albany. Teacher/Principal evaluators will participate in training provided by the Network team on a regular basis. The district will maintain a data base of all training. this data base will be updated on a regular basis. Training on inter-rater reliability will continue throughout the year. Evaluators/lead evaluators will be recertified/certified through Teachscape on a yearly basis.

Teacher evaluators have and will continue to complete training in all nine components of 30-2.9b prior to conducting a formal evaluation. All administrators in the district responsible for observing and evaluating teachers will participate in training sessions provided by the Network Team Equivalent trainers as well as other training sessions designed to sharpen observation skills, review criteria to be evaluated, and methods of evaluation in accordance with the State Education Department's requirement.

## 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 Thursday, February 27, 2014

## Page 1

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

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

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

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

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

K-6
7-12

### 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)/courses(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 3<sup>rd</sup> party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, February 25, 2014

Updated Monday, April 28, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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-6	(a) achievement on State assessments	Grade 4-6 NYS assessments ELA and Math
7-12	(d) measures used by district for teacher evaluation	NYS Regents exams-Comprehensive English Regents, Integrated Algebra, Global Studies, US History and Living Environment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	see table When the Integrated Algebra is no longer available, we will use the Common Core Algebra Regents.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see table
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see table
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see table

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. \(MS Word\)](#)

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/12190/1045329-qBFVOWF7fC/Principal Local May 2013\_1.doc

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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.	see chart
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see chart

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

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

NA

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Thursday, February 27, 2014

Updated Thursday, March 27, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

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

9.1) Principal Practice Rubric   Rubric	The Reeves Leadership Performance Matrix
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

See description and conversion chart. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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

assets/survey-uploads/12205/1052090-pMADJ4gk6R/Principal 60 points-final\_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 table
Effective: Overall performance and results meet standards.	see table
Developing: Overall performance and results need improvement in order to meet standards.	see table
Ineffective: Overall performance and results do not meet standards.	see 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	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

### **Tenured Principals**

By supervisor	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

# 10. Composite Scoring (Principals)

Created Thursday, February 27, 2014

Updated Thursday, March 27, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, February 27, 2014

Updated Monday, May 05, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1052103-Df0w3Xx5v6/PIP-final\\_2.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:

#### Appeals Process

Evaluation appeals should be limited to "ineffective" composite effectiveness scores for probationary principals and for tenured principals, "ineffective" and "developing" composite effectiveness scores

The grounds for appeal are enumerated in Education Law 3012 (c).

- Use a mutually agreed upon 3rd party, who is a certified administrator with experience evaluating principals
- Paper review only
- Completed with 30 days of the appeal being filed
- All Appeals must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the principal receives his/her performance review.
- A principal wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the

Superintendent or his/her designee, with a copy to the lead evaluator whose performance review is being appealed, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

- Within ten (10) calendar days of the 3rd party's receipt of an appeal, the lead evaluator responsible for the performance review being appealed shall submit to the 3rd party a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.
- Under this appeals process the principal has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.
- The 3rd party shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.
- The decision of the 3rd party shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the 3rd party shall not be subject to any further appeal.
- The district reserves the right to deny tenure or terminate a probationary principal during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal. If the determination to award or deny tenure is related to the subject of the appeal, then the decision to award or deny tenure will be made at the conclusion of the appeal process and tenure will not be awarded by estoppel if the appeal process goes beyond the probationary period.

## 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.

### TRAINING/CERTIFICATION

All principal evaluators will be trained in using Reeves Leadership Performance Matrix. The District Network Team Equivalent completed the RTTT Network Team Institute provided by the State Education Department in Albany. Principal evaluators will participate in training provided by the network team on an ongoing basis. The district will maintain a data base of all trainings. This data base will be updated on a regular basis. To be recertified Principal evaluators/Lead evaluators will complete a minimum of 3 days of training in all nine required components as outlined in Regents regulation 30-2.9 prior to conducting a formal evaluation.

All administrators in the district responsible for observing and evaluating principals will participate in training sessions provided by the Network Team Equivalent trainers as well as other training sessions designed to sharpen observation skills, review criteria to be evaluated and methods of evaluation in accordance with the State Education Department's requirements. Ongoing training in inter-rater reliability will be conducted throughout the year. This process will be used to recertify/certify lead evaluator as needed throughout the school year.

## 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

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• Checked

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## 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	Checked
---	---------

teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.

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, February 25, 2014

Updated Wednesday, May 07, 2014

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### Page 1

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

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

[assets/survey-uploads/12158/1046130-3Uqgn5g9Iu/district certification 5-6-14.pdf](assets/survey-uploads/12158/1046130-3Uqgn5g9Iu/district%20certification%205-6-14.pdf)

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.  
Please save your file types as .doc, .ppt or .xls respectively before uploading.

**Form 2.10) All Other Courses**

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

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
AIS/Reading: Grade 3-6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	ELA state assessments for Grade level supported
AIS/ Reading: Grade K-2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Marion CSD ELA developed assessment, grade specific
Other Special Education not using state assessments  (CTS/RR, 7-12)	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Marion CSD developed assessment grade and course specific
Special Education  (CTS/RR, 7-12)	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS Assessment grade and course specific

Special Education (CT/RR, K-6)	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	ELA and/or Math State assessments for Grade level supported
Special Education (self-contained, K-2)	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Marion CSD developed grade and subject specific assessments
Special Education (self-contained, 3-6)	<input type="radio"/> State assessment	ELA and Math state assessment for the Grades contained in class

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See chart
Effective (9 - 17 points) Results meet District goals for similar students.	See chart
Developing (3 - 8 points) Results are below District goals for similar	See chart

students.	
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See chart

## **Process for assigning HEDI scores to SLOs**

The Marion Central School District will be establishing individual targets for each student that appears on an SLO roster. The individual targets will be developed using baseline data arrived from students' performance on pre-assessments and other data that teachers have on their individual students. The principal and the teacher will meet to finalize the individual growth targets for the students. HEDI scores will be assigned based on the percentage of students that meet their individual target. For school-wide measures, HEDI points are awarded based on the percent of students school-wide that meet their individual targets.

**Highly Effective:** (18-20 points) Results are well-above state average for similar students (or District goals if no state test).

***95% of students or more met or exceed their growth target.***

**Effective:** (9-17 points) Results meet state average for similar students (or district goals if no state test).

***76%-94% of students met or exceed their growth target.***

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

***46%-75% of students met or exceed their growth target.***

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

***45% or less of the students met or exceed their growth target.***

## New York State Student Learning Objective Template

*All SLOs MUST include the following basic components:*

<b>Population</b>	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
<b>Learning Content</b>	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
<b>Interval of Instructional Time</b>	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
<b>Evidence</b>	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
<b>Baseline</b>	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>

<b>Target(s)</b>	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																				
<b>HEDI Scoring</b>	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-99	98-97	96-95	94-93	92-91	90-89	88-87	86-85	84-82	81-80	79-78	77-76	75-71	70-66	65-61	60-56	55-51	50-46	45-31	30-16	15-0
<b>Rationale</b>	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

## Locally Selected Measures of Student Achievement

20 Points (15 points with approved Value-Added measure)

6(ii) School-wide measure completed locally

Marion Jr. Sr. High School

- At the Jr. Sr. High School, the school wide measure will be based on five Regents exams, as well as the middle level state assessments
- The Regents exams that will be used: Comprehensive ELA, Integrated Algebra, Global Studies, US History and Living Environment
- The state assessments that will be used: 7-8 ELA; 7-8 Math and Grade 8 Science.
- The score will be compiled using the passing rates (65 or above) of the June Regents exams, including safety net students (Students with Disabilities who score between 55-64) and the proficiency rates (% of 3's and 4's) of each of the middle level assessments.
- The passing rates and proficiency percentages from each of the assessments will be averaged together to get an overall proficiency/achievement score for the building.
- The agreed upon conversion chart will be used to convert to a HEDI Score.
- The scores will be rounded up to align with the conversion chart. *See Appendix A*

### Example of process for determining Local Score @ Jr. Sr. High

1. Determine the average proficiency rate at the Jr-Sr High. The average rate is 83.20% (see table on right for data)
2. You would look that number up on the appropriate *Conversion Chart for % Proficient* ( in *Appendix A* )
3. In this example 83% = 16 points on the 20 point scale or 13 points on the 15 point scale.

7-12 School-wide measure based on:	
Comp ELA	93%
Integrated Algebra	93%
Global	72%
US History	92%
Living Environ.	88%
ELA 7	76%
ELA 8	54%
Math 7	94%
Math 8	84%
Science 8	86%
	83.20%

Marion Elementary School

- At the Marion Elementary, the school wide measure will be based on state assessments.
- The state assessments that will be used include: 3-6 ELA, 3-6 Math and Grade 4 Science.
- The score will be compiled using the proficiency rate (% of 3's and 4's) of each of the state assessments.
- These proficiency percentages from each assessment will be averaged together to get an overall proficiency/achievement score for the building.
- The agreed upon conversion chart will be used to convert to a HEDI Score. *See Appendix A* Until the value added is implemented, the 20 point conversion chart will be used.

Example of process for determining Local Score @ Marion Elementary School

1. Determine the average proficiency rate at the MES. The average rate is 68.22% (see table on right for data)
2. You would look that number up on the appropriate *Conversion Chart for % Proficient* ( in *Appendix A* )
3. In this example 68% = 13 points on the 20 point scale or 11 points on the 15 point scale.

K-6 School-wide measure based on:	
ELA 3	71%
Math 3	53%
ELA 4	64%
Math 4	69%
ELA 5	61%
Math 5	78%
ELA 6	59%
Math 6	70%
Science 4	89%
	68.22%

Based on the law the points will be distributed as follows:

Rating Categories	Locally-Selected Measures of achievement 20 Point Scale	Locally-Selected Measures of achievement 15 Point Scale
Highly Effective	18-20	14-15
Effective	9-17	8-13
Developing	3-8	3-7
Ineffective	0-2	0-2

## Appendix A

### LOCAL MEASURE

#### HEDI Local Measures Conversion Chart – 20 PTS

Percentage of Students Proficient	Points for Local Measure	Band
100	20	Highly effective
95 or greater but less than 100	19	Highly effective
90 or greater but less than 95	18	Highly effective
85 or greater but less than 90	17	Effective
80 or greater but less than 85	16	Effective
75 or greater but less than 80	15	Effective
70 or greater but less than 75	14	Effective
65 or greater but less than 70	13	Effective
60 or greater but less than 65	12	Effective
55 or greater but less than 60	11	Effective
50 or greater but less than 55	10	Effective
45 or greater but less than 50	9	Effective
40 or greater but less than 45	8	Developing
35 or greater but less than 40	7	Developing
30 or greater but less than 35	6	Developing
25 or greater but less than 30	5	Developing
20 or greater but less than 25	4	Developing
15 or greater but less than 20	3	Developing
10 or greater but less than 15	2	Ineffective
5 or greater but less than 10	1	Ineffective
Less than 5	0	Ineffective

LOCAL MEASURE

HEDI Local Measures Conversion Chart – 15 PTS

<b>Percentage of Students Proficient</b>	<b>Points for Local Measure</b>	<b>Band</b>
95 or greater	15	Highly Effective
90 or greater but less than 95	14	Highly Effective
80 or greater but less than 90	13	Effective
70 or greater but less than 80	12	Effective
60 or greater but less than 70	11	Effective
50 or greater but less than 60	10	Effective
45 or greater but less than 50	9	Effective
40 or greater but less than 45	8	Effective
35 or greater but less than 40	7	Developing
30 or greater but less than 35	6	Developing
25 or greater but less than 30	5	Developing
20 or greater but less than 25	4	Developing
15 or greater but less than 20	3	Developing
10 or greater but less than 15	2	Ineffective
5 or greater but less than 10	1	Ineffective
Less than 5	0	Ineffective

## Locally Selected Measures of Student Achievement

20 Points

6(ii) School-wide measure completed locally

Marion Jr. Sr. High School

- At the Jr. Sr. High School, the school wide measure will be based on five Regents exams, as well as the middle level state assessments
- The Regents exams that will be used: Comprehensive ELA, Integrated Algebra, Global Studies, US History and Living Environment
- The state assessments that will be used: 7-8 ELA; 7-8 Math and Grade 8 Science.
- The score will be compiled using the passing rates (65 or above) of the June Regents exams, including safety net students (Students with Disabilities who score between 55-64) and the proficiency rates (% of 3's and 4's) of each of the middle level assessments.
- The passing rates and proficiency percentages from each of the assessments will be averaged together to get an overall proficiency/achievement score for the building.
- The agreed upon conversion chart will be used to convert to a HEDI Score.
- The scores will be rounded up to align with the conversion chart. *See Appendix A*

### Example of process for determining Local Score @ Jr. Sr. High

1. Determine the average proficiency rate at the Jr-Sr High. The average rate is 83.20% (see table on right for data)
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Marion Elementary School

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- These proficiency percentages from each assessment will be averaged together to get an overall proficiency/achievement score for the building.
- The agreed upon conversion chart will be used to convert to a HEDI Score. *See Appendix A*

Example of process for determining Local Score @ Marion Elementary School

1. Determine the average proficiency rate at the MES. The average rate is 68.22% (see table on right for data)
2. You would look that number up on the appropriate *Conversion Chart for % Proficient* ( in *Appendix A* )
3. In this example 68% = 13 points on the 20 point scale

Based on the law the points will be distributed as follows:

Rating Categories	Locally-Selected Measures of achievement 20 Point Scale	
Highly Effective	18-20	
Effective	9-17	
Developing	3-8	
Ineffective	0-2	

K-6 School-wide measure based on:	
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ELA 4	64%
Math 4	69%
ELA 5	61%
Math 5	78%
ELA 6	59%
Math 6	70%
Science 4	89%
	68.22%

## Appendix A

### LOCAL MEASURE

#### HEDI Local Measures Conversion Chart – 20 PTS

Percentage of Students Proficient	Points for Local Measure	Band
100	20	Highly effective
95 or greater but less than 100	19	Highly effective
90 or greater but less than 95	18	Highly effective
85 or greater but less than 90	17	Effective
80 or greater but less than 85	16	Effective
75 or greater but less than 80	15	Effective
70 or greater but less than 75	14	Effective
65 or greater but less than 70	13	Effective
60 or greater but less than 65	12	Effective
55 or greater but less than 60	11	Effective
50 or greater but less than 55	10	Effective
45 or greater but less than 50	9	Effective
40 or greater but less than 45	8	Developing
35 or greater but less than 40	7	Developing
30 or greater but less than 35	6	Developing
25 or greater but less than 30	5	Developing
20 or greater but less than 25	4	Developing
15 or greater but less than 20	3	Developing
10 or greater but less than 15	2	Ineffective
5 or greater but less than 10	1	Ineffective
Less than 5	0	Ineffective



## **Teacher Standards**

Other 60 Points

The MCS District and the MTA agree that a properly administered teacher evaluation system is desirable. It shall be the District's responsibility to provide resources and services as appropriate in an effort to help unit members develop towards their fullest potential as they work to meet the district goals of improved student performance. It shall be the unit member's responsibility to implement District curriculum and keep their knowledge and skills current.

Unit member evaluations will be based on Professional Conversations. Professional Conversations shall be defined as ongoing conversations between a unit member and his/her principal/director that focus on professional practice, evidence collection, rubric scoring, necessary modifications, and professional development. This shall apply to all unit members, as per regulation, set forth below.

- The MCS and the MTA agree that the 2011 Charlotte Danielson's Framework for Teaching will be used for performance evaluation of unit members.
- All teacher evaluators will be trained per regulation in the nine required components of teacher evaluation and be certified by the Board of Education prior to the final evaluation being conducted.
- Based on the preponderance of evidence and multiple observations, a final rubric score will be assigned during the summative conversation.

Points	Evidence
31 Points	Domain 2 & 3 Observation: <u>Tenured-</u> <ul style="list-style-type: none"> <li>• Minimum of one formal announced observation (pre-observation, observation (full period), post observation)</li> <li>• Minimum of one unannounced walk through (at least 10 minutes)</li> <li>• Teacher will receive electronic report</li> </ul> <u>Probationary-</u> <ul style="list-style-type: none"> <li>• Minimum of one formal announced observation in the fall (pre-observation, observation (full period), post observation)</li> <li>• Minimum of one formal observation in the spring (pre-observation, observation (full period), post observation)</li> <li>• One formative evaluation mid-year</li> <li>• One summative evaluation in the spring</li> <li>• Minimum of 1 unannounced walk through (at least 10 minutes)</li> <li>• Teacher will receive electronic report</li> </ul>
29 Points	Domains 1 and 4 Other evidence/artifacts collected by teacher or administrator: Ideas (List is not intended to be inclusive): <ul style="list-style-type: none"> <li>• Lesson revisions</li> <li>• Unit plan presented to principal</li> <li>• Parent communication log</li> <li>• System for using paraprofessionals</li> <li>• Student work/data</li> <li>• Video analysis</li> <li>• Curriculum maps</li> <li>• Use of resources in pre-planning</li> <li>• Professional organizations</li> <li>• System for keeping records</li> <li>• Reflection</li> <li>• Other</li> </ul> <p><i>See Appendix B – Other Measures Conversion Chart</i></p>

Teachscape may be used to store evidence for the 60 points.

Meetings: There will be a minimum of four (4) meetings between unit members and their supervising administrator each school year; a beginning of the year meeting, a pre-observation meeting, a mid-year check/post-observation meeting, and an end of year summary meeting. Additional meetings may be scheduled as needed or desired by the unit member or supervising administrator.

Post observation meetings shall be held no more than five school days following the observation. The observation report will be delivered to teachers within five days of the post observation conference.

Each unit member will meet with their administrator prior to June 15<sup>th</sup> for the purpose of discussing “Other Measures”. Both the principal and teacher will share related evidence. The rubric will be used to discuss the evidence and the teacher’s performance. The administrator will present the score on the 60 points within 10 school days.

Calculating Scores:

- 1) Scores will be calculated by assigning a rating to each component area observed (e.g.: Domain 1a) of: Highly Effective, Effective, Developing or Ineffective. Components not observed will not be rated or considered.
- 2) Once a rating is assigned then a corresponding number shall be assigned to each rating as follows: 4 for Highly Effective, 3 for Effective, 2 for Developing, and 1 for Ineffective.
- 3) Prior to the End of the Year Evaluation, an average score for each domain will be calculated based on the components observed throughout the year.
- 4) Members' Multiple Measures of Teaching Practice scores shall be derived from an average score in each domain of the rubric and then weighted according to the following chart:
  - a) The Sum Total of Weighted Scores, 1-4 will be converted to a score out of sixty (60) using the agreed upon conversion chart. The conversion chart can be found in *Appendix B* of this Agreement.

<b>Domains</b>	<b>Weighting</b>	<b>Calculation</b>
Domain 1 <b>Planning and Preparation</b>	24%	$(D1 \text{ Average}) \times (24\%) = D1 \text{ Weighted Score}$
Domain 2 <b>Classroom Environment</b>	26%	$(D2 \text{ Average}) \times (26\%) = D2 \text{ Weighted Score}$
Domain 3 <b>Instruction</b>	26%	$(D3 \text{ Average}) \times (26\%) = D3 \text{ Weighted Score}$
Domain 4 <b>Professional Responsibilities</b>	24%	$(D4 \text{ Average}) \times (24\%) = D4 \text{ Weighted Score}$
<b>Totals</b>	<b>100%</b>	<b>Sum Total of Weighted Scores</b>

## Appendix-B

### Other Measures Conversion Chart

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

1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		53
2.1		54
2.2		55
2.3		55
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

The follow conversion chart will be used to convert a Rubric Score to an Other Measures Score

## Teacher Improvement Plan

- The principal reserves the right to put a teacher on a TIP regardless of rating if there are documented concerns regarding a teacher based on the rubric at any time during the year.
- A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request.
- A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP.
- Based on the outcome of this assessment, the TIP shall be modified accordingly.
- See *Appendix E* for format of TIP

### Appendix-E

<b>Marion Teacher Improvement Plan (TIP)</b>
--

**Status**

1<sup>st</sup> Year Probationer

**Date Composite Score was Received:**

\_\_\_\_\_  2<sup>nd</sup> Year Probationer

3<sup>rd</sup> Year Probationer

**Date TIP was Initiated:**

\_\_\_\_\_  Tenured

Other \_\_\_\_\_

Teacher: \_\_\_\_\_ Tenure

Area: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Participants: \_\_\_\_\_

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective or seen as areas of concern:

\_\_\_\_ Domain 1: Planning and Preparation:

\_\_\_\_ Domain 2: Classroom Environment

\_\_\_\_ Domain 3: Instruction

\_\_\_\_ Domain 4: Professional Responsibilities

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list individual actions that will guide the teacher’s improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Improvement Goal(s):	Suggested Actions: (some items below are actions you are currently engaged in.)	Desired Outcomes:	Timeframe:
<p><b>Evidence of Improvement:</b></p> <p><b>Formative Assessment:</b></p> <p><b>Summative Assessment:</b></p>			

\_\_\_\_\_ Date

Teacher Signature

*I understand the goals, expectations & outcomes of this collaboratively developed TIP.*

\_\_\_\_\_ Date

Administrator Signature

**TIP Progress Monitoring Conference(s)**

<b>Evidence &amp; Feedback:</b>				
<b>Date: Comments:</b>	<b>Date: Comments:</b>	<b>Date: Comments:</b>	<b>Date: Comments:</b>	<b>Date: Comments:</b>

**Final TIP Conference**

Administrator's Comments:

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Educator's Comments:

Educator's Signature \_\_\_\_\_ Date \_\_\_\_\_

cc: Superintendent and Shared Administrator (if applicable)



## Locally Selected Measures of Student Achievement

### Marion Jr. Sr. High School

- At the Jr. Sr. High School, the measure will be based on the five Regents exams commonly associated with a strong prediction of progression towards graduation. The Regents exams that will be used: Comprehensive ELA, Integrated Algebra, Global Studies, US History and Living Environment
- The score will be compiled using the passing rates (65 or above) of the June Regents exams, including safety net students( Students with disabilities who score between 55-64).
- The passing rates from each of the assessments will be averaged together to get an overall proficiency/achievement score for the building.
- The agreed upon conversion chart will be used to convert to a HEDI Score.
- The scores will be rounded up to align with the conversion chart. *See Appendix B*

### Example of process for determining Local Score @ Jr. Sr. High

1. Determine the average proficiency rate at the Jr-Sr High. The average rate is 87.6% (see table on right for data)
2. You would look that number up on the appropriate *Conversion Chart for % Proficient* ( in *Appendix B* )
3. In this example 88% = 17 points on the 20 point scale or 13 points on the 15 point scale.

Jr. Sr. Principal Local score based on:	
Comp ELA	93%
Integrated Algebra	93%
Global	72%
US History	92%
Living Environ.	88%
	87.60%

### Marion Elementary School

- At the Marion Elementary, the measure will be based on student achievement levels on State assessments in ELA and math in Grades 4-6
- The score will be compiled using the proficiency rate (% of 3's and 4's) of each of the state assessments.
- These proficiency percentages from each assessment will be averaged together to get an overall proficiency/achievement score for the building.
- The agreed upon conversion chart will be used to convert to a HEDI Score. *See Appendix B*

### Example of process for determining Local Score @ Marion Elementary School

1. Determine the average proficiency rate on the 4-6 ELA and Math Assessments at the MES. The average rate is 66.83% (see table on right for data)
2. You would look that number up on the appropriate *Conversion Chart for % Proficient* ( in *Appendix B* )
3. In this example 67% = 13 points on the 20 point scale or 11 points on the 15 point scale.

ELA 4	64%
Math 4	69%
ELA 5	61%
Math 5	78%
ELA 6	59%
Math 6	70%
	66.83%

## Appendix B

### LOCAL MEASURE

#### HEDI Local Measures Conversion Chart – 20 PTS

Percentage of Students Proficient	Points for Local Measure	Band
100	20	Highly effective
95 or greater but less than 100	19	Highly effective
90 or greater but less than 95	18	Highly effective
85 or greater but less than 90	17	Effective
80 or greater but less than 85	16	Effective
75 or greater but less than 80	15	Effective
70 or greater but less than 75	14	Effective
65 or greater but less than 70	13	Effective
60 or greater but less than 65	12	Effective
55 or greater but less than 60	11	Effective
50 or greater but less than 55	10	Effective
45 or greater but less than 50	9	Effective
40 or greater but less than 45	8	Developing
35 or greater but less than 40	7	Developing
30 or greater but less than 35	6	Developing
25 or greater but less than 30	5	Developing
20 or greater but less than 25	4	Developing
15 or greater but less than 20	3	Developing
10 or greater but less than 15	2	Ineffective
5 or greater but less than 10	1	Ineffective

Less than 5	0	Ineffective
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LOCAL MEASURE

HEDI Local Measures Conversion Chart – 15 PTS

Percentage of Students Proficient	Points for Local Measure	Band
95 or greater but less than 100	15	Highly Effective
90 or greater but less than 95	14	Highly Effective
80 or greater but less than 90	13	Effective
70 or greater but less than 80	12	Effective
60 or greater but less than 70	11	Effective
50 or greater but less than 60	10	Effective
45 or greater but less than 50	9	Effective
40 or greater but less than 45	8	Effective
35 or greater but less than 40	7	Developing
30 or greater but less than 35	6	Developing
25 or greater but less than 30	5	Developing
20 or greater but less than 25	4	Developing
15 or greater but less than 20	3	Developing
10 or greater but less than 15	2	Ineffective
5 or greater but less than 10	1	Ineffective
Less than 5	0	Ineffective



## Principal Standards

- Marion will use the Reeves' Leadership Performance Matrix

Points	Evidence
60 Points	The full 60 points of a principal's evaluation to the broad assessment of principal leadership and management actions based on the Matrix Building Observations (minimum of 5 per year): <ul style="list-style-type: none"> <li>• Standard 3, 4, 5, 7, 8</li> </ul> Teacher Evaluation <ul style="list-style-type: none"> <li>• Standard 6</li> </ul> Leadership Portfolio <ul style="list-style-type: none"> <li>• Standard 1 &amp; 2 (Philosophical Framework and Vision Action Plan)</li> <li>• Standard 9 and 10</li> </ul>
	60 points HE    59-60    3.5-4.0 E     57-58    2.5-3.4 D     50-56    1.5-2.4 I     0-49      1-1.4
	Conversion chart attached to Self-Assessment Form <b>APPENDIX A</b>

Each principal will meet with their administrator prior to June 15<sup>th</sup> for the purpose of discussing "Other Measures". Both the evaluator and the principal will share related evidence. The rubric will be used to discuss the evidence and the principal's performance. The administrator will present the score on the 60 points within 10 school days.

### Calculating Scores:

- 1) Scores will be calculated by assigning a rating to each component area observed (e.g.: Standard 1a) of: Highly Effective, Effective, Developing or Ineffective. Components not observed will not be rated or considered.
- 2) Once a rating is assigned then a corresponding number shall be assigned to each rating as follows: 4 for Highly Effective, 3 for Effective, 2 for Developing, and 1 for Ineffective.
- 3) Prior to the End of the Year Evaluation, an average score for each standard will be calculated based on the standards observed throughout the year.

Appendix A

# Reeves Leadership Performance Matrix

	H	E	D	I	
<b>Resilience</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1.1 Constructive Reactions					
1.2 Willingness to Admit Error					
1.3 Disagreement					
1.4 Dissent					
1.5 Improvement of Specific Performance Areas					
<b>Totals for Standard 1</b>	0	0	0	0	0.0
					AVG
<b>Personal Behavior and Professional Ethics</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
2.1 Integrity					
2.2 Emotional Self-Control					
2.3 Ethical and Legal Compliance w/Employees					
2.4 Tolerance					
2.5 Respect					
<b>Totals for Standard 2</b>	0	0	0	0	0.0
					AVG
<b>Student Achievement</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
3.1 Planning and Goal Setting					
3.2 Student Achievement Results					
3.3 Instructional Leadership Decisions					
3.4 Student Requirements and Academic Standards					
3.5 Student Performance					
<b>Totals for Standard 3</b>	0	0	0	0	0.0
					AVG
<b>Decision Making</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
4.1 Factual Basis for Decisions					
4.2 Decision Making Structure					
4.3 Decisions Linked to Vision					
4.4 Decisions Evaluated for Effectiveness					
<b>Totals for Standard 4</b>	0	0	0	0	0.0
					AVG
<b>Communication</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
5.1 Two-Way Communication w/Students					
5.2 Two-Way Communication w/Faculty-Staff					

5.3 Two- Way Communication w/ Parents-Community					
5.4 Analysis of Input and Feedback					
<b>Totals for Standard 5</b>	0	0	0	0	0.0
					AVG

	H	E	D	I	
<b>Faculty Development</b>	4	3	2	1	
6.1 Faculty Proficiencies and Needs					
6.2 Leading Professional Development					
6.3 Formal and Informal Feedback					
6.4 Modeling Coaching and Mentoring					
6.5 Recruitment and Hiring of Faculty					
<b>Totals for Standard 6</b>	0	0	0	0	0.0
					AVG

	4	3	2	1	
<b>Leadership Development</b>	4	3	2	1	
7.1 Mentoring Emerging Leaders					
7.2 Identification of Potentially Future Leaders					
7.3 Delegation and Trust					
<b>Totals for Standard 7</b>	0	0	0	0	0.0
					AVG

	4	3	2	1	
<b>Time/Task/Project Management</b>	4	3	2	1	
8.1 Organization of Time and Projects					
8.2 Fiscal Stewardship					
8.3 Project Objectives and Plans					
<b>Totals for Standard 8</b>	0	0	0	0	0.0
					AVG

	4	3	2	1	
<b>Technology</b>	4	3	2	1	
9.1 Use of Technology to Improve Teaching/Learning					
9.2 Personal Proficiency in Electronic Communication					
<b>Totals for Standard 9</b>	0	0	0	0	0.0
					AVG

	4	3	2	1	
<b>Personal Professional Learning</b>	4	3	2	1	
10.1 Personal Understanding of Research Trends					
10.2 Personal Professional Focus					
10.3 Professional Development Focus					

10.4 Application of Learning

**Totals for Standard 10**

0	0	0	0	0.0
				AVG

Total	-
Average HEDI	0.0
HEDI Conversion	

**HEDI Scoring 60 Points**

Total Average Rubric Score	Category	Conversion score for Other Measures
<b>Ineffective 0-49</b>		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27

1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		53
2.1		54
2.2		55
2.3		55
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59
3.7		59
3.8		60

3.9		60
4		60

**PRINCIPAL IMPROVEMENT PLAN**

- The Superintendent reserves the right to put a principal on a PIP regardless of rating if there are documented concerns regarding a principal based on the rubric at any time during the year.
- A PIP shall be developed in consultation with the principal and association representation shall be afforded at the principal’s request.
- A PIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the principal, Superintendent and mentor (if one has been assigned), and a Unit representative (if requested by the principal) shall meet to assess the effectiveness of the PIP in assisting the principal to achieve the goals set forth in the PIP.
- Based on the outcome of this assessment, the PIP shall be modified accordingly.
- See *Appendix C* for format of PIP

**Appendix-C**

**Marion Principal Improvement Plan (PIP)**

**Status**

1<sup>st</sup> Year Probationer

**Date Composite Score was Received:**

\_\_\_\_\_

2<sup>nd</sup> Year Probationer

**Date PIP was Initiated:**

3<sup>rd</sup> Year Probationer

\_\_\_\_\_

Tenured

Other \_\_\_\_\_

Principal: \_\_\_\_\_ Tenure

Area: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Place a check mark in the box next to any standard below that is rated as Developing or Ineffective or seen as areas of concern:

\_\_\_ Standard 1

\_\_\_ Standard 6

\_\_\_ Standard 2

\_\_\_ Standard 7

\_\_\_ Standard 3

\_\_\_ Standard 8

\_\_\_ Standard 4

\_\_\_ Standard 9

\_\_\_ Standard 5

\_\_\_ Standard 10

In the space below, describe the following: List goals to address the standards assessed as Developing or Ineffective; list individual actions that will guide the principal’s improvement in the areas listed above;

describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

<b>Improvement Goal(s):</b>	<b>Suggested Actions: (some items below are actions you are currently engaged in.)</b>	<b>Desired Outcomes:</b>	<b>Timeframe:</b>
<b>Evidence of Improvement:</b>  <b>Formative Assessment:</b>  <b>Summative Assessment:</b>			

\_\_\_\_\_  
Principal Signature  
*I understand the goals, expectations & outcomes of this collaboratively developed PIP.*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

**PIP Progress Monitoring Conference(s)**

<b>Evidence &amp; Feedback:</b>				
<b>Date: Comments:</b>	<b>Date: Comments:</b>	<b>Date: Comments:</b>	<b>Date: Comments:</b>	<b>Date: Comments:</b>

**Final PIP Conference**

Evaluator's Comments:

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Comments:

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



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

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

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date:

*Kathryn A. Wegman*      5/16/14

Teachers Union President Signature:      Date:

*[Signature]*      5/16/14

Administrative Union President Signature:      Date:

*Duane Perry*      5/16/14

Board of Education President Signature:      Date:

*[Signature]*      5/16/14