



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

Commissioner of Education  
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December 15, 2014

**Revised**

Dr. Michael J. McCarthy, Superintendent  
Mechanicville City School District  
25 Kniskern Avenue  
Mechanicville, NY 12118

Dear Superintendent McCarthy:

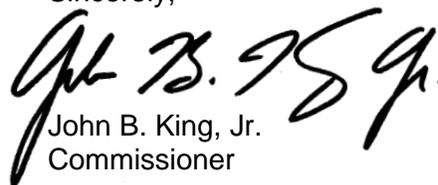
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, December 10, 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 : 521200050000

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

521200050000

#### 1.2) School District Name: MECHANICVILLE CITY SD

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

MECHANICVILLE CITY SD

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, December 10, 2014

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### Page 1

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

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3rd - 5th Grade State ELA/Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	3rd - 5th Grade State ELA/Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	3rd - 5th Grade State ELA/Math 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.

“For all K-2 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 ELA and Math assessments. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined using the “Mastery HEDI Scale.” Based upon the number of students, this HEDI score will then be weighted proportionately with the state-provided growth score for the building for grades 4-5 ELA and Math to

result in a final HEDI score.

For grade 3 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 assessment (as listed). Based on the percentage of students reaching the target will result in a HEDI score using the “Mastery HEDI Scale.”

Upon the implementation of the value-added model, the grade 4-5 score of 25 will be converted to a score out of 20.

Growth score scales are attached in a table at 2.11.”

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please see upload in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see upload in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see upload in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see upload in 2.11

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3rd - 5th Grade State ELA/Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	3rd - 5th Grade State ELA/Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	3rd - 5th Grade State ELA/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.	“For all K-2 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 ELA and Math assessments. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined using the “Mastery HEDI Scale.” Based upon the number of students, this HEDI score
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will then be weighted proportionately with the state-provided growth score for the building for grades 4-5 ELA and Math to result in a final HEDI score.

For grade 3 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 assessment (as listed). Based on the percentage of students reaching the target will result in a HEDI score using the "Mastery HEDI Scale."

Upon the implementation of the value-added model, the grade 4-5 score of 25 will be converted to a score out of 20.

Growth score scales are attached in a table at 2.11."

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please see upload in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see upload in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see upload in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see upload in 2.11

## 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	Mechanicville City School District developed Grade 6 science assessment
7	District, regional or BOCES-developed assessment	Mechanicville City School District developed Grade 7 science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In grades 6-7 Science, teacher growth scores will be determined based on the percentage of students meeting a minimum rigor expectation for growth of 65% proficiency on the Local Assessment using the "Proficiency HEDI scale" attached in 2.11 for each grade level. In grade 8, the NYS Science Grade 8 assessment will be used to determine teacher growth scores based on the percentage of students meeting a minimum rigor expectation of level 3 or higher using the "Proficiency HEDI scale" attached in 2.11.
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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).	Please see upload in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see upload in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see upload in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see upload in 2.11

## 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	Mechanicville City School District developed Grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Mechanicville City School District developed Grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Mechanicville City School District developed Grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In grades 6-8 Social Studies, teacher growth scores will be determined based on the percentage of students meeting a minimum rigor expectation for growth of 65% proficiency on the Local Assessment using the "Proficiency HEDI scale" attached in 2.11 for each grade level.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see upload in 2.11

## 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
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Global 1	District, regional, or BOCES-developed assessment	Mechanicville City School District developed Global 1 assessment
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	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.	Teacher growth scores will be determined based on the percentage of students meeting a minimum rigor expectation for growth of 65 proficiency on the Local Assessment for Global 1 and Regents assessment for Global 2 and American History using the "Proficiency HEDI scale" attached in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see upload in 2.11

## 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	In High School Science Regents Courses, teacher growth scores will be determined based on the percentage of students meeting
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	a minimum rigor expectation for growth of 65 proficiency on the applicable Science Regents Assessment using the "Proficiency HEDI scale" attached in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see upload in 2.11

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In High School Math Regents Courses, teacher growth scores will be determined based on the percentage of students meeting a minimum rigor expectation for growth of 65 proficiency on the applicable Math Regents Assessment using the "Proficiency HEDI scale" attached in 2.11. Algebra 1 Common Core Assessment will be used for the Algebra 1 class. In 2014-15, both the Geometry Regents (2005 Standards) and Common Core Geometry Assessments will be administered with the higher of the two values being utilized for APPR, each year thereafter only the Common Core Geometry will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see upload in 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. Please see upload in 2.11

## 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	Mechanicville City School District developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Mechanicville City School District developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	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 in addition to the Common Core English Regents, or just the latter, 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.	Teacher growth scores will be determined based on the percentage of students meeting a minimum rigor expectation for growth of 65 proficiency on the Local Assessment for Grade 9 and 10 ELA and Regents assessment for Grade 11 ELA using the "Proficiency HEDI scale" attached in 2.11. In Common Core courses, The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used until such a time where the CC ELA exam is used/required for all students. In the event that both exams will be given the higher of the two scores will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Please see upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Please see upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see upload in 2.11

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

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

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

Course(s) or Subject(s)	Option	Assessment
Physical Education K-5, Art K-5, Music K-5	School/BOCES-wide/group/team results based on State	NYS ELA Exam 3-5; NYS Math Exam 3-5
Physical Education 6-8, Art 6-8, Music 6-8	School/BOCES-wide/group/team results based on State	NYS ELA and Math Exam 6-8
Physical Education 9-12, Art 9-12, Music 9-12	School/BOCES-wide/group/team results based on State	ELA Regents Assessment
Spanish 7-8	School/BOCES-wide/group/team results based on State	NYS ELA and Math Exam 6-8
French 9-12	School/BOCES-wide/group/team results based on State	ELA Regents Assessment
Technology 9-12	School/BOCES-wide/group/team results based on State	ELA Regents Assessment
FACS 9-12	School/BOCES-wide/group/team results based on State	ELA Regents Assessment
Health 9-12	School/BOCES-wide/group/team results based on State	ELA Regents Assessment
Library K-5	School/BOCES-wide/group/team results based on State	NYS ELA Exam 3-5; NYS Math Exam 3-5
Library 6-8	School/BOCES-wide/group/team results based on State	NYS ELA and Math Exam 6-8
Business 9-12	School/BOCES-wide/group/team results based on State	ELA Regents Assessment
English 12	School/BOCES-wide/group/team results based on State	ELA Regents Assessment
Participation in Government	School/BOCES-wide/group/team results based on State	ELA Regents Assessment
Economics	School/BOCES-wide/group/team results based on State	ELA Regents Assessment
Health 8	School/BOCES-wide/group/team results based on State	NYS ELA and Math Exam 6-8
Technology 8	School/BOCES-wide/group/team results based on State	NYS ELA and Math Exam 6-8
Spanish 7-8	School/BOCES-wide/group/team results based on State	NYS ELA and Math Exam 6-8
FACS 7-8	School/BOCES-wide/group/team results based on State	NYS ELA and Math Exam 6-8

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.

A building score for grades 9-12 teacher growth scores will be determined based on the percentage of students school-wide meeting a minimum rigor expectation for growth equivalent to 65 points or above on the NYS English Regents Exam. In Common Core courses, The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used until such a time where the CC ELA exam is used/required for all students. In the event that both exams will be given the higher of the two scores will be used. Regents exam proficiency will be converted to a growth score using the "Proficiency HEDI" attached in 2.11.

Grade 6-8 Growth score based on the state provided building score for the NYS ELA and Math Exams for Grades 6-8. Upon the implementation of the value-added model, the grade 6-8 scores of 25 will be converted to a score out of 20.

For all K-5 teachers in Art, Music, Library, and Physical Education - the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 ELA and Math assessments. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined using the "Mastery HEDI Scale." Based upon the number of students, this HEDI score will then be weighted proportionately with the state-provided growth score for the building for grades 4-5 ELA and Math to result in a final HEDI score. Upon the implementation of the value-added model, the grade 4-5 score of 25 will be converted to a score out of 20.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see upload in 2.11
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Effective (9 - 17 points) Results meet District goals for similar students.	Please see upload in 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	Please see upload in 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see upload in 2.11
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1058279-TXEttx9bQW/-grade k-12 growth 2.11\_1 11-14-2014 rev.xlsx

## 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.

Not Applicable.

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, December 10, 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 ELA 3-5; NYS Math 3-5; NYS Science 4
5	6(ii) School wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
6	6(ii) School wide measure computed locally	NYS ELA 6-8; NYS Math 6-8; NYS Science 8
7	6(ii) School wide measure computed locally	NYS ELA 6-8; NYS Math 6-8; NYS Science 8
8	6(ii) School wide measure computed locally	NYS ELA 6-8; NYS Math 6-8; NYS Science 8

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For all 4-5 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 ELA, Math and Science 4 assessments. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined for grades 3 ELA and Math using the “Mastery HEDI Scale” and a second HEDI score will be determined for grade 4 Science using the “Proficiency HEDI Scale.” Based upon the number of students, these HEDI scores will then be weighted proportionately with the state-provided growth score for the building for grades 4-5</p>
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ELA and Math to result in a final HEDI score.”

“For all 6-8 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 8 Science assessment. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined using the “Proficiency HEDI Scale”. Based upon the number of students, this HEDI score will then be weighted proportionately with the state-provided growth score for the building for grades 6-8 ELA and Math to result in a final HEDI score.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload 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 ELA 3-5; NYS Math 3-5; NYS Science 4
5	6(ii) School wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
6	6(ii) School wide measure computed locally	NYS ELA 6-8; NYS Math 6-8; NYS Science 8
7	6(ii) School wide measure computed locally	NYS ELA 6-8; NYS Math 6-8; NYS Science 8
8	6(ii) School wide measure computed locally	NYS ELA 6-8; NYS Math 6-8; NYS Science 8

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.	For all 4-5 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 ELA, Math and Science 4 assessments. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined for grades 3 ELA and Math using the “Mastery HEDI Scale” and a second HEDI score will be determined for grade 4 Science using the “Proficiency HEDI Scale.” Based upon the number of students,
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these HEDI scores will then be weighted proportionately with the state-provided growth score for the building for grades 4-5 ELA and Math to result in a final HEDI score.”

“For all 6-8 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 8 Science assessment. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined using the “Proficiency HEDI Scale”. Based upon the number of students, this HEDI score will then be weighted proportionately with the state-provided growth score for the building for grades 6-8 ELA and Math to result in a final HEDI score.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
1	6(ii) School-wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
2	6(ii) School-wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
3	6(ii) School-wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4

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.

For all K-3 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 ELA, Math and Science 4 assessments. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined for grades 3 ELA and Math using the "Mastery HEDI Scale" and a second HEDI score will be determined for grade 4 Science using the "Proficiency HEDI Scale." Based upon the number of students, these HEDI scores will then be weighted proportionately with

the state-provided growth score for the building for grades 4-5 ELA and Math to result in a final HEDI score.

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

Please see upload in 3.13

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

Please see upload in 3.13

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

Please see upload in 3.13

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
1	6(ii) School-wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
2	6(ii) School-wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
3	6(ii) School-wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4

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.

For all K-3 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 ELA, Math and Science 4 assessments. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined for grades 3 ELA and Math using the “Mastery HEDI Scale” and a second HEDI score will be determined for grade 4 Science using the “Proficiency HEDI Scale.” Based upon the number of students, these HEDI scores will then be weighted proportionately with the state-provided growth score for the building for grades 4-5 ELA and Math to result in a final HEDI score.

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

Please see upload in 3.13

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 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 Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam
7	6(ii) School wide measure computed locally	NYS Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam
8	6(ii) School wide measure computed locally	NYS Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam

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.	For all 6-8 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 8 Science assessment. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined using the “Proficiency HEDI Scale”. Based upon the number of students, this HEDI score will then be weighted proportionately with the state-provided growth score for the building for grades 6-8 ELA and Math to result in a final HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload 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 Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam
7	6(ii) School wide measure computed locally	NYS Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam
8	6(ii) School wide measure computed locally	NYS Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam

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.	For all 6-8 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 8 Science assessment. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined using the “Proficiency HEDI Scale”. Based upon the number of students, this HEDI score will then be weighted proportionately with the state-provided growth score for the building for grades 6-8 ELA and Math to result in a final HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload 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 Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents

		Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Global 2	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
American History	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.

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.	Local score components for staff in grades 9-12 will be based on the percentage of students scoring 65 or higher on the NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam; In Common Core courses, The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used until such a time where the CC ELA exam is used/required for all students. In the event that both exams will be given the higher of the two scores will be used. Scores will be converted using the “Proficiency HEDI scale” in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload 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 Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Earth Science	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Chemistry	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Physics	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.

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.	Local score components for staff in grades 9-12 will be based on the percentage of students scoring 65 or higher on the NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam; In Common Core courses, The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used until such a time where the CC ELA exam is used/required for all students. In the event that both exams will be given the higher of the two scores will be used. Scores will be converted using the “Proficiency HEDI scale” in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13

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

Please see upload 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 Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Geometry	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.

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

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

Local score components for staff in grades 9-12 will be based on the percentage of students scoring 65 or higher on the NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam; In Common Core courses, The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used until such a time where the CC ELA exam is used/required for all students. In the event that both exams will be given the higher of the two scores will be used. Scores will be converted using the "Proficiency HEDI scale" in 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload 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 Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.

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 in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Local score components for staff in grades 9-12 will be based on the percentage of students scoring 65 or higher on the NYS Regents Examination in Global History and Geography ;NYS
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3.13, below.

Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam; In Common Core courses, The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used until such a time where the CC ELA exam is used/required for all students. In the event that both exams will be given the higher of the two scores will be used. Scores will be converted using the “Proficiency HEDI scale” in 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-5 PE, Art, Music	6(ii) School wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
6-8 PE, Art, Music	6(ii) School wide measure computed locally	NYS Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam
9-12 PE, Art, Music	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
9-12 French	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
9-12 Spanish	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common

		Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
9-12 Technology	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
9-12 FACS	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Health 8	6(ii) School wide measure computed locally	NYS Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam
K-5 Library	6(ii) School wide measure computed locally	NYS ELA 3-5; NYS Math 3-5; NYS Science 4
9-12 Business	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
English 12	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
6-8 Library	6(ii) School wide measure computed locally	NYS Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam
Participation in Government	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Economics	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Health 9-12	6(ii) School wide measure computed locally	NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam;The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used for growth measure.
Technology 8	6(ii) School wide measure computed locally	NYS Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam
Spanish 7-8	6(ii) School wide measure computed locally	NYS Math Exam 6-8; NYS ELA Exam 6-8; NYS Science 8 Exam

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.

For all K-5 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 ELA, Math and Science 4 assessments. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined for grades 3 ELA and Math using the “Mastery HEDI Scale” and a second HEDI score will be determined for grade 4 Science using the “Proficiency HEDI Scale.” Based upon the number of students, these HEDI scores will then be weighted proportionately with the state-provided growth score for the building for grades 4-5 ELA and Math to result in a final HEDI score.

For all 6-8 teachers, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 8 Science assessment. Based on the percentage of students school-wide reaching the target, a HEDI score will be determined using the “Proficiency HEDI Scale”. Based upon the number of students, this HEDI score will then be weighted proportionately with the state-provided growth score for the building for grades 6-8 ELA and Math to result in a final HEDI score.

Local score components for staff in grades 9-12 will be based on the percentage of students scoring 65 or higher on the NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam; In Common Core courses, The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used until such a time where the CC ELA exam is used/required for all students. In the event that both exams will be given the higher of the two scores will be used. Scores will be converted using the “Proficiency HEDI scale” in 3.13.

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

Please see upload in 3.13

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

Please see upload in 3.13

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

Please see upload in 3.13

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

Please see upload 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.

assets/survey-uploads/12149/1058280-y92vNseFa4/Copy of 62124902-Copy of 62124902-Local 3.13 12-10-2014.xlsx

### 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.

Not Applicable

### 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.

No educators will have more than 1 locally selected measure.

### 3.16) Assurances

Please check all of the boxes below:

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

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

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013  
Updated Friday, October 03, 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
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Second Rubric, if applicable	Not Applicable
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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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

The Danielson 2007 Rubric is used for classroom observations with 76 elements and a 4 point scale for a maximum number of points able to be attained of 304. The average of the observations will be calculated and the 60 points are derived by calculating the total rubric score (x out of 304) and dividing that number by 76. This number between 1-4 will be converted to a number between 0-60 based on the district 60 point conversion rubric. All decimal values will rounded to the nearest whole number on the 0-60 point conversion rubric, however there will be no instance of using the rounding rule where a teacher will be able to score outside the HEDI bands. The HEDI rating will be determined using the conversion document attached in 4.5. Element scores on observations are averaged together to attain a single score. The rubric values in the chart are the minimum necessary required to attain the corresponding HEDI score.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A highly effective teacher would have an average rubric score of 3.5 (minimum) -4.0.
Effective: Overall performance and results meet NYS Teaching Standards.	An effective teacher would have an average rubric score of 2.5 (minimum) -3.4.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A developing teacher would have an average rubric score of 1.5 (minimum) -2.4.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	An ineffective teacher would have an average rubric score of 1.000 (minimum)-1.400.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- Not Applicable
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- Not Applicable
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, April 16, 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 Tuesday, April 30, 2013

Updated Wednesday, December 10, 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/12193/1058283-Df0w3Xx5v6/TIP - 12-10-14.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:

Mechanicville City School District  
APPR Appeals

A. Teacher Request for Supporting Documents

Within five school days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide to the teacher a copy of any and all documents and written materials upon which the APPR was based for all appeals. The authoring administrator shall provide all such documents to the teacher within five school days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

## B. Right to Appeal

1.) Only tenured teachers who receive an APPR rating of "ineffective" or "developing" may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR.

2.) Probationary teachers may not file appeals through the procedure established herein but may file a written rebuttal which shall be attached to the APPR. Probationary teachers may only challenge claims of APPR procedural violations through the contractual grievance procedure.

## C. Filing of Appeal by Tenured Teacher

For an appeal to be accepted, A tenured teacher must request supporting documentation from the authoring administrator as per part A. The teacher may then file a written appeal of the APPR within fifteen (15) school days of the receipt of the supporting documents. Any appeal shall be filed with the superintendent of schools.

An appeal of an APPR must be based upon one or more of the following grounds:

- a. The substance of the APPR;
- b. The District's failure to adhere to the standards and methodologies require for the APPR that are set forth in Education Law§3012-c and applicable rules and regulations;
- c. The District's failure to comply with locally negotiated procedures; and
- d. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law§3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why the appealing teacher believes the APPR should be modified or vacated.

## D. Review by APPR Appeals Committee

Appeals shall be referred for consideration by the APPR Appeals Committee, a standing committee made up of two administrators from within the District appointed by the Superintendent of Schools, and two tenured teachers from within the District appointed by the president of the Mechanicville Teachers' Association. All members of the committee shall be appointed for a term of three years, and all members shall be required to complete the training required of lead evaluators under the APPR regulations. The parties agree that in the event the work of the committee would require a member of the committee to consider an appeal from an APPR that the committee member authored, or if a member of the committee wishes to be excused from consideration of any appeal, the appealing teacher shall have the option of either having the appeal considered by a subcommittee of one administrator and one teacher, or having the appeal considered by the remaining members of the committee and a substitute member selected, for that appeal only, by the superintendent of schools, in the event an administrator is excused, or by the president of the Mechanicville Teachers' Association, in the event a teacher is excused.

The APPR Appeals Committee shall convene to consider the appeal within ten (10) school days of the filing of the appeal. The committee shall determine its own rules and procedures, which may be altered as the Committee sees fit as it performs its duties. The committee shall determine, for example, whether to allow committee members to review the documents underlying an APPR prior to the convening of the committee, and whether to invite either the appealing teacher or the authoring administrator, or both, to address or be questioned by the committee.

## E. Determination of Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to uphold the APPR, modify the APPR, or vacate the APPR. If the committee unanimously agrees on one of these choices, the committee shall, within five (5) days,

give written notice of its decision to the appealing teacher, the president of the Mechanicville Teachers' Association, and the superintendent of schools, and the decision of the committee shall be final.

In the event the committee is not unanimous in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with the full record of the appeal, shall then be forwarded to the superintendent of schools, within five (5) days, who shall have final authority to resolve the appeal. The superintendent's decision shall be in writing and will have as attachments all of the committee members' written statements attached thereto. The superintendent's decision will be made and disseminated within five (5) days of receipt of the appeal. All decisions here within will be made in a timely and expeditious manner as per Education Law 3012(c).

#### F. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. Except as specifically allowed in Section B2, there shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

### 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.

#### Lead Evaluator

Any individual who conducts evaluations of classroom teachers and/or building principals. These individuals will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. The Mechanicville Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the training sequence. This documentation will be provided by the training entity, such as WSWHE BOCES or other allowable providers in accordance to the regulations. The Mechanicville District Clerk will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Lead evaluator training will include training on:

- (1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators and their related functions, as applicable;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-added growth model;
- (4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

#### Recertification and Updated Training

Lead Evaluators will be recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. This training will consist of at least 1 day of recertification training. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete final evaluations.

In addition, the District in conjunction with the WSWHE BOCES Network Team will work to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. These protocols will include measures such as, but not limited to: ongoing professional development, differentiated support, data analysis; periodic comparisons of assessments; and annual calibration sessions across evaluators.

For the 2012-13 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by September 1, 2012 or ninety (90) days after appointment. All evaluators will receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
---	---------

6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
---	---------

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, November 14, 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-5
6-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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.

N/A

## 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
7.6) Assurances -- Comparable Growth Measures   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked

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

Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, December 10, 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).

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

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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-5	(d) measures used by district for teacher evaluation	NYS Grade 3, 4, 5 ELA Exam; NYS Grade 3, 4, 5 Math Exam; NYS Grade 4 Science Exam.
6-12	(d) measures used by district for teacher evaluation	NYS ELA 6-8; NYS Math 6-8; NYS Science 8; NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam; and the NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For K-5 principals, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 3 ELA, Math and Science 4 assessments. Based on the percentage of students the target, a HEDI score will be determined for grades 3 ELA and Math using the “Mastery HEDI Scale” and a second HEDI score will be determined for grade 4 Science using the “Proficiency HEDI Scale.” Based upon the number of students, these HEDI scores will then be weighted proportionately with the state-provided growth score for the building for grades 4-5 ELA and Math to result in a final HEDI score.</p> <p>For 6-12 principals, the district will set a minimum rigor expectation for growth that students will reach a score of 3 or higher on the NYS Grade 8 Science assessment. Based on the</p>
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percentage of students reaching the target, a HEDI score will be determined using the “Proficiency HEDI Scale”. Based upon the number of students, this HEDI score will then be weighted proportionately with the state-provided growth score for the building for grades 6-8 ELA and Math to result in a HEDI score. This score will then be weighted proportionally with the 9-12 local component based on the percentage of students scoring 65 or higher on the NYS Regents Examination in Global History and Geography ;NYS Regents Examination in US History and Government; NYS Living Environment Regents; NYS Common Core Algebra Regents Exam; In Common Core courses, The NYS Common Core English Regents Exam and NYS Comprehensive English Regents Exam will be used until such a time where the CC ELA exam is used/required for all students. In the event that both exams will be given the higher of the two scores will be used. Scores will be converted using the “Proficiency HEDI scale”.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see conversion table in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see conversion table in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see conversion table in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see conversion table in 8.1

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

(No response)

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

assets/survey-uploads/12190/1058285-qBFVOWF7fC/Copy of 62124902-Copy of 62124902-Local 3.13 12-10-2014.xlsx

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

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

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

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

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

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

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

Not Applicable.

### 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.

Not Applicable

### 8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013  
Updated Friday, October 03, 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	McRel Principal Evaluation System
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

McRel Rubric is used for Principal evaluations with 21 components and a 4 point scale for a maximum number of points able to be attained of 84. The 60 points are derived by calculating the total rubric score (x out of 84 points) and dividing that number by 21. This number between 1-4 will be converted to a number between 0-60 based on the district 60 point conversion rubric. All decimal values will rounded to the nearest whole number on the 0-60 point conversion rubric, however there will be no instance of using the rounding rule where a Principal will be able to score outside the HEDI bands. Please see the attached table below. Ratings from multiple school visits will be incorporated into the McRel rubric throughout the duration of the school year to result in a single overall formal observation score. Component scores on observations are averaged together to attain a single score. The rubric values in the chart are the minimum necessary required to attain the corresponding HEDI score.

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

<assets/survey-uploads/5143/177220-pMADJ4gk6R/60 point conversion.pdf>

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

Highly Effective: Overall performance and results exceed standards.	A highly effective Principal would have an average rubric score of 3.5 (minimum) -4.0.
Effective: Overall performance and results meet standards.	An effective Principal would have an average rubric score of 2.5 (minimum) -3.4.
Developing: Overall performance and results need improvement in order to meet standards.	A developing Principal would have an average rubric score of 1.5 (minimum) -2.4.
Ineffective: Overall performance and results do not meet standards.	An ineffective Principal would have an average rubric score of 1.000 (minimum) -1.400

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 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 Tuesday, April 30, 2013

Updated Friday, November 14, 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/5276/177234-Df0w3Xx5v6/Principal Improvement Plan-McREL Rubric\\_1.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:

#### PRINCIPAL IMPROVEMENT PLAN AND THE APPEAL PROCESS

##### A. APPR Appeals Process

1. Probationary principals may submit a written rebuttal that will be attached to the APPR in the member's personnel file within fifteen

(15) school days upon receipt of the APPR. Probationary principals may not appeal the APPR.

2. A tenured principal who earns a rating of ineffective or developing rating may appeal his/her annual professional performance review and the school district's issuance and/or implementation of an improvement plan in accordance with the procedures and conditions set forth in this section within fifteen (15) school days upon receipt of APPR or PIP. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. Tenured principals may submit written rebuttals of determinations of "Effective" and "Highly Effective" if desired, but may not appeal such ratings.

3. Tenured principals may only appeal the substance of the review, the District's adherence to the standards and methodologies required for such review, adherence to Commissioner's regulations, and/or the issuance and/or implementation of the terms of an improvement plan, in connection with "Ineffective" and "Developing" determinations.

4. A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised in the initial appeal shall be deemed waived.

5. The appeal must be submitted in writing to the Superintendent within 15 school days of the issuance of the APPR or implementation of a Principal Improvement Plan and shall set forth the basis of the appeal. The Superintendent will have ten (10) school days to convene an Appeal Hearing, facilitated by a single Hearing Officer. The Hearing Officer will be a Superintendent from the following school districts (Schuylerville, Stillwater, Greenwich, Ballston Spa, and Waterford) to be chosen by Mechanicville Administrator's Association. The Hearing Officer can uphold or deny the appeal. A written determination will be rendered within 15 school days of the hearing.

The determination of the appeal pursuant to the above process is final and binding. Only the failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure. All decisions here within will be made in a timely and expeditious manner as per Education Law 3012(c).

6. Burden of Proof - The burden of proof to establish a rational basis for the appeal rests with the principal.

## 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.

### Lead Evaluator

Any individual who conducts evaluations of classroom teachers and/or building principals. These individuals will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. The Mechanicville Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the training sequence. This documentation will be provided by the training entity, such as WSWHE BOCES or other allowable providers in accordance to the regulations. The Mechanicville District Clerk will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Lead evaluator training will include training on:

- (1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators and their related functions, as applicable;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-added growth model;
- (4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a

teacher or principal's practice;

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

(6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;

(7) Use of the Statewide Instructional Reporting System;

(8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and

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

#### Recertification and Updated Training

Lead Evaluators will be recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. This training will consist of at least 1 day of recertification training. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete final evaluations.

In addition, the District in conjunction with the WSWHE BOCES Network Team will work to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. These protocols will include measures such as, but not limited to: ongoing professional development, differentiated support, data analysis; periodic comparisons of assessments; and annual calibration sessions across evaluators.

For the 2012-13 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by September 1, 2012 or ninety (90) days after appointment. All evaluators will receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, December 12, 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/12158/1058289-3Uqgn5g9Iu/appr 12-12-14.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.

### Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

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

**Mechanicville City School District**

**Teacher Improvement Plan (TIP)**

**All teachers who receive an overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Teacher Improvement Plan within ten days of opening of classes in the school year. All probationary teachers and tenured teachers with an ineffective rating will use this form. (Except as noted below)**

**Issued to:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Issued by:** \_\_\_\_\_ **Date Issued:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.**

<b>Areas of Improvement</b>	<b>Plan(s) of Action</b>	<b>Teacher's Responsibility</b>	<b>Administrator's Responsibility</b>	<b>Timeline for achieving improvement</b>	<b>How will improvements be assessed?</b>

**Mechanicville City School District- Teacher Improvement Plan (TIP) - Progress Form**

**As a result of this TIP, we anticipate that said teacher will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the teacher, and an MTA representative to discuss progress and make adjustments in the plan when/where applicable.**

**Progress Report: To be completed by the building principal/director and reviewed with the teacher and MTA representative during regular TIP meetings to monitor and assess progress towards targets.**

Date of Progress Meetings	Areas of Improvement	Status of Action Plans	Names of Meeting Attendees	Satisfactory Progress		Plan adjustment needed
				YES	NO	

**Administrator**

**Personnel File**

**Mechanicville City School District**

**Teacher Improvement Plan (TIP)-Expedited**

All teachers who receive an overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Teacher Improvement Plan within ten days of the opening of classes in the school year. Tenured teachers who receive a composite rating of Developing may use this form.

Teacher Name: \_\_\_\_\_ Position: \_\_\_\_\_

Issuing Administrator: \_\_\_\_\_ Date Issued: \_\_\_\_\_

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Area of Improvement	Plan(s) of Action	Teacher's Responsibility	Administrators' Responsibility	Timeline for achieving improvement	How will improvement be assessed?

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Optional: MTA Representative Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Written Comments may be attached by the teacher.

At the end of the school year or upon completion of the TIP:

Final Determination of TIP completion:

Date of completion: \_\_\_\_\_

Optional Comments: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Optional: MTA Representative Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Mechanicville City School District – Teacher Improvement Plan (TIP) Progress Form**

As a result of this TIP, we anticipate that said teacher will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the teacher, and an MTA representative to discuss progress and make adjustments in the plan when/where applicable.

**Progress Report:** To be completed by the building principal/director and reviewed with the teacher at TIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Area of Improvement	Status of Action Plan	Names of Meeting Attendees	Satisfactory Progress		Plan adjustment needed
				YES	NO	

**Comments:**

**C: Administrator**

**Personnel File**

### Rubric Score to Sub-Component Conversion Chart

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1.154		19
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1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
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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
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58.6		3.3
58.8		3.4
<b>Highly Effective 59-60</b>		
59		3.5
59.3		3.6
59.5		3.7
59.8		3.8
60		3.9
<b>60.25 (round to 60)</b>		
		4

## Mechanicville City Schools Principal Improvement Plan

Area Needing Improvement	What Will Be Improved	How Will Improvement Be Assessed	Activities to Support Improvement	Timeframe for Improvement	Completed
<b>MANAGING CHANGE</b>					
Change Agent					
Flexibility					
Ideals and Beliefs					
Intellectual Stimulation					
Curriculum, Instruction and Assessment					
Monitor and Evaluate					
Optimize					

<b>FOCUS OF LEADERSHIP</b>					
Contingent Rewards					
Discipline					
Focus					
Curriculum, Instruction and Assessment					
Order					
Outreach					
Resources					

<b>PURPOSEFUL COMMUNITY</b>					
Affirmation					
Communication					
Culture					
Input					
Relationships					
Situational Awareness					
Visibility					

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

**Signatures, dates**

Superintendent Signature:    Date:

*Michael J. ...*    12/10/14

Teachers Union President Signature:    Date:

*Kathy Young*    12-10-2014

Administrative Union President Signature:    Date:

*Stephen J. Marra*    12-10-2014

Board of Education President Signature:    Date:

*Paul Walsh*    12/10/14

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

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

Superintendent / District Superintendent / Chancellor Signature:      Date:

 12/10/14