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

Commissioner of Education
President of the University of the State of New York
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December 14, 2012

Dr. Robert Pritchard, Superintendent
Mexico Central School District
40 Academy Street
Mexico, NY 13114

Dear Superintendent Pritchard:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Christopher Todd

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012
Updated Sunday, November 25, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

460901060000

1.2) School District Name:

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

MEXICO CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, June 14, 2012
Updated Friday, November 30, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 ELA Exam
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 ELA Exam
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 ELA Exam

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For K-2 classroom teachers and principals will establish a school-wide growth target. Teachers and principals will analyze student scaled score results on NYS ELA exams for the past three. Based on this analysis, a target for increasing the average scaled score performance on the grade 4 ELA exam for the particular school building will be set. Teachers will receive a corresponding 0-20 point score based on student growth in scaled score points on the corresponding NYS exam. For grade 3 teachers, the teachers and principals will establish individualized growth targets based on analyzing fall 2012 developmental reading assessment results. Teachers will receive a corresponding 0-20 point score based on the percentage of students who meet their individualized student growth target. The chart uploaded in task 2.11 illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See chart 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.

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 Math
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 Math
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 Math

	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	For K-2 classroom teachers and principals will establish a school-wide growth target. Teachers and principals will

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	analyze student scaled score results on NYS Math exams for the past three years. Based on this analysis, a target for increasing the average scaled score performance for individual students will be set. Teachers will receive a corresponding 0-20 point score based on student growth in scaled score points on the corresponding NYS exam. For grade 3 teachers, the teachers and principals will establish individualized growth targets based on analyzing fall 2012 math inventory exams. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth target. The chart uploaded in task 2.11 illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See chart in task 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See chart in task 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See chart in task 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See chart in task 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	Not applicable	n/a
7	District, regional or BOCES-developed assessment	Oswego County BOCES developed 7th grade 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principals will establish individualized growth targets based on analyzing student performance on high stakes exams such as the grade 6 ELA exam. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth target on the corresponding

	end of the year exam (BOCES developed). The chart uploaded in task 2.11 illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded chart in task 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded chart in task 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded chart in task 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded chart in task 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	Not applicable	n/a
7	District, regional or BOCES-developed assessment	Oswego County BOCES developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	Oswego County BOCES developed 8th grade 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principals will establish individualized growth targets based on analyzing student performance on high stakes exams such as results on the previous grade state ELA exam. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth projection on the corresponding end of the year exam (BOCES developed). The chart uploaded in task 2.11 illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart in task 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart in task 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
Global 1	School-/BOCES-wide group/team results based on State assessments	Global 2 NYS Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principals will establish individualized growth targets based on analyzing student performance on high stakes exams such as results on grade 8 ELA exam. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth projection on the corresponding end of the year exam. Global 1 teachers will receive a 0-20 point score based on the percentage of students who meet or exceed the growth target on the Global 2 Regents.Global 2 teachers will receive a 0-20 point score based on the percentage of students on their class roster who meet or exceed the growth target on the Global 2 Regents. The chart uploaded in task 2.11 illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart in task 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principals will establish individualized growth targets based on analyzing student performance on on the NYS grade 8 state exams. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth target on the corresponding end of the year exam. The chart uploaded in task 2.11 illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart in task 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principals will establish individualized growth targets based on analyzing student performance on the NYS grade 8 state exams. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth target on the corresponding end of the year exam. The chart uploaded in task 2.11 illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart in task 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	School-/BOCES-wide group/team results based on State assessments	NYS Grade 11 English Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Grade 11 English Regents
Grade 11 ELA	Regents assessment	NYS Grade 11 English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 9, 10, and 11 teachers and principals will establish individualized growth targets based on analyzing student performance on the NYS grade 8 state exams. Teachers will establish individualized growth targets for each

	student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth projection on the corresponding end of the year exam. Grade 11 ELA teachers will receive a 0-20 point score based on the percentage of students on their class roster who meet or exceed their individualized growth target on the Grade 11 ELA Regents. Grade 9 and 10 ELA teachers will receive a score from 0-20 based on whether the aggregate of all students who take the Grade 11 ELA Regents meet or exceed their target. The chart uploaded in task 2.11 illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart in task 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" .

	Course(s) or Subject(s)	Option	Assessment
	All other teachers in grades K-4	School/BOCES-wide/group/team results based on State	NYS Grade 4 ELA Test
	All other teachers in grade 5-8	School/BOCES-wide/group/team results based on State	NYS Grade 5, 6, 7, 8 ELA Test
	All other teachers in grades 9-12	School/BOCES-wide/group/team results based on State	NYS Grade 11 ELA Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	For all other teachers in grades K-4, teachers will receive a score from 0-20 based on the increase of the student scaled scores on the Grade 4 NYS ELA exam . Teachers

graphic at 2.11, below.	will receive a score from 0-20 based on the average student scaled score results of the NYS Grade 4 ELA exam for students in their school building. For all other teachers in grades 5-8, teachers and principals will analyze trend data on the NYS grades 5-8 ELA exam. This analysis has shown that students have achieved an averaged scaled score of 663 on the ELA exam. Based on this analysis, all teachers will work to improve this average performance by one point. Teacher will receive a score from 0-20 based on the average scaled score for students in the building.For all other teachers in grades 9-12, teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target on the grade 11 ELA regents exam. Targets for individual students will be set using baseline data from the NYS Grade 8 ELA exam. Teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their goal as listed in the chart uploaded in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart in task 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart in task 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart in task 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart in task 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/142728-TXEtxx9bQW/Task 2.11.docx

2.12) Locally Developed Controls

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

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

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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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.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grade 4 ELA and Math
5	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math
6	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math
7	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math
8	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 15 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grade 4 ELA and Math
5	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math
6	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math
7	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math
8	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math

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.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 15 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.3

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/142734-rhJdBgDruP/Task 3.3, 8.2.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in task 3.13

3.5) Grades K-3 Math

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

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

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.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grade 5-8 ELA and Math
7	6(ii) School wide measure computed locally	Grade 5-8 ELA and Math
8	6(ii) School wide measure computed locally	Grade 5-8 ELA and Math

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.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math
7	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math

8	6(ii) School wide measure computed locally	Grades 5-8 ELA and Math

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.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment

Global 1	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents
Global 2	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents
American History	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents
Earth Science	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents
Chemistry	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents
Physics	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents
Geometry	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents
Algebra 2	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents
Grade 10 ELA	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents
Grade 11 ELA	6(ii) School wide measure computed locally	Grades 9-12 Math and ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other teachers in grades K-4	6(ii) School wide measure computed locally	Grade 4 Math and ELA Assessment
	All other teachers in grades 5-8	6(ii) School wide measure computed locally	Grades 5-8 Math and ELA Assessment
	All other teachers in grades 9-12	6(ii) School wide measure computed locally	Grades 9-12 ELA and Math Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School(grades 5-8) the measure includes: a combined ELAPerformance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/142734-y92vNseFa4/Task 3.13.docx

3.14) Locally Developed Controls

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

For teachers who have a class roster composed of 30-49% of students who are identified with an educational disability, teachers will have one additional HEDI point added to their score for the local measure. For teachers who have a class roster with 50% or more of students who are identified with an educational disability, teachers will have two additional HEDI points added to their score for the local measure. Mexico Central schools serves a diverse group of students. Mexico has experienced a rise in the percentage of students identified with an educational disability due to families relocating to the district to gain access to our excellent programs. We celebrate student diversity and want to make sure that staff efforts to provide inclusive opportunities will be encouraged by this locally developed control.

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.

Not applicable.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, July 31, 2012
Updated Friday, November 30, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (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, 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 remaining 60% (or 60 out of the total 100 point composite) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner's Regulations and the Teaching Standards. The District and the teacher's association have agreed that the New York State United Teachers' (NYSUT) Rubric will be utilized by the District to collect evidence and score this section of the teacher's evaluation.
Trained evaluators will conduct one informal (walk-through), unannounced classroom observation for tenured teachers. This informal observation will be used to provide teachers with collected evidence focusing on teaching standards II, III, IV, and V. Teachers will be provided with commendations and/or recommendations for improvement. Collected evidence from walk-through forms will be shared with teachers within two school days of walk-through completion. Teachers should acknowledge receipt of the walk-through evidence within two days. Tenured teachers or evaluators have the option of scheduling a post-conference to gain additional insight about

collected evidence. Non-tenured teachers will receive two walk-through observations with post-conferences along with one formal observation.
Formal observations will follow walk-through evaluations. If a recommendation is made in the walk-through observation, there must be a minimum window of ten school days between the electronically signed walk-through and the scheduling of the formal observation. In the event that there are no recommendations noted in the walk-through evaluation and upon mutual agreement between the evaluator and the teacher, formal observations may follow immediately after the receipt of the electronically signed walk-through evaluation.
In regards to the time frame for walk-through observations, it is understood that walk-through observations may commence no sooner than September 15th of each school year and should be completed by April 30th of each school year. For formal observation, it is understood that formal observations may begin no sooner than October 1st of each school year. It is suggested that formal observations be completed prior to May 15th of each school year. Summative conferences (reviews of standards VI and VII along with any remaining evidence for performance indicators not previously evaluated) should be completed prior to the June 25th. Final composite scores should be shared with teaching staff prior to September 15th of the subsequent school year.
For both tenured and non-tenured teachers, formal observations will consist of a scheduled pre-conference (counted as an observation) meeting focusing on teaching standards I and II. Trained evaluators will use recommended questions from New York State United Teachers (NYSUT) Teacher Evaluation and Development System (TED) workbook to complete the pre-observation evidence collection form. During the pre-conference, the evaluator and teacher will schedule a planned formal observation time. A formal observation will be conducted focusing on all applicable teaching standards, elements and performance indicators from the NYSUT rubric. Formal observations (counted as an observation) should be scheduled so that the entire lesson is observed. A post-conference (counted as an observation) will be conducted within five school days of the observed lesson. At the post-conference, the evaluator will share collected evidence and ask the teacher to reflect on evidence of student learning. Evidence from the professional conversation in the post conference will be combined with collected evidence from the pre-conference and the formal observation. Evidence will be reflected in each of the appropriate standard areas on the pre-conference, observation, and post-conference forms. Results will be shared with teachers within five school days of the scheduled post conference. Following the receipt of results from the scheduled post conference, teachers will have an average rubric score for teaching standards I, II, III, IV, and V.
The summative conference may be scheduled in conjunction with the post-conference upon mutual agreement between the evaluator and the teacher. The summative evaluation conference will allow evaluators to collect evidence of professional growth relating to any remaining performance indicators not previously assessed. Teachers may share collected evidence in the form of student artifacts, teaching portfolios, etc. which evaluators may consider. In the event that a teacher received a score of developing or ineffective on a particular indicator, teachers may share evidence such as student artifacts, lesson plans, or other evidence for evaluators to consider changing a score. Previous scores from the pre-conference, observation, or post-conference would be averaged with any new scores generated from subsequent evidence shared at the summative conference.
Following the summative evaluation, teachers will receive an average rubric score for each of the seven teaching standards. The score for each of the seven teaching standards will be generated by adding the average score for each performance indicators within each standard and dividing the score by the total number of performance indicators assessed. The average score for each of the seven teaching standards will be averaged together to generate an average rubric score. Teachers will receive a score from 0-60 using the attached conversion chart converting the average rubric score to a score from 0-60. Normal rounding rules will apply.

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

assets/survey-uploads/5091/157077-eka9yMJ855/Total Average Rubric Score_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See uploaded conversion chart
Effective: Overall performance and results meet NYS Teaching Standards.	See uploaded conversion chart
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See uploaded conversion chart

Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See uploaded conversion chart

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	3
4.6) Observations of Probationary Teachers | Informal/Short	2
4.6) Observations of Probationary Teachers | Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	3
4.7) Observations of Tenured Teachers | Informal/Short	1
4.7) Observations of Tenured Teachers | Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both

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

- In Person

5. Composite Scoring (Teachers)

Created Sunday, September 16, 2012
Updated Friday, November 30, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Sunday, September 16, 2012
Updated Friday, November 30, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/177714-Df0w3Xx5v6/Sample TIP.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:

In accordance with New York State Education Law §3012-c and Commissioner's Regulations §30-12.11 the following procedure is the exclusive means to initiate, review and resolve any and all appeals related to a teacher's composite score. No other means shall be used to appeal a teacher's composite score. It is understood by both the district and the association that only tenured teachers may initiate an appeal for an overall composite score rating of ineffective or developing. Additionally, only probationary teachers who have successfully completed a teacher improvement plan will have the right to initiate appeals in regards to their composite score.

1. An appeal by a teacher may challenge the following:
• The substance of the evaluation.
• Adherence to standards and methodologies required in the review.
• Adherence to regulations.
• Compliance to negotiated procedures.
• The District's issuance and implementation of the terms of the Teacher Improvement Plan (TIP). (The TIP will be mutually developed and implemented.)
2. A teacher who is in disagreement with their overall composite score rating may request a meeting with the evaluator to review the decision within 15 calendar days of reciept of the evaluation; or, in the case of probationary teachers, within 15 calendar days of notification of successful completion of the TIP. The teacher has 15 calendar days to meet with the evaluator. The member may request that a representative from MACSFA be present at the meeting. If there is no agreed upon resolution to the disagreement, then the formal appeals process will be initiated by the member.
3. The written appeal must be submitted to the Superintendent within 10 calendar days from the initial meeting date with the evaluator.
4. All grounds for appealing a composite score must be raised within the same appeal and any grounds not raised at the time the appeal is filed shall be waived.
5. An appeal panel shall be appointed collaboratively between the association and the district. The president of the association shall appoint a minimum of one teacher for the appeal panel and the Superintendent shall appoint one administrator not involved in the evaluation of the teacher to serve on the panel. By mutual agreement between the association and the district, the membership of this panel may be extended to include two additional members with one additional member being appointed by the president of the teacher's association and one additional administrator, not involved in the evaluation of the teacher, being appointed by the Superintendent.
6. The teacher bears the responsibility of proving, by evidence, to the panel the merits of their appeal. A written detailed description of the specific point(s) of disagreement over the composite score, along with any and all additional documents that are relevant to the resolution of the appeal should be included with the written appeal.
7. The appeal panel shall make a recommendation to the Superintendent in regards to the action, if any, that should be taken. The appeal can recommend to the Superintendent to rescind, modify, affirm the rating, or order a new evaluation.
8. The final decision of an appeal will be made by the Superintendent. The Superintendent shall have the authority to rescind, modify, or affirm the rating. A new observation/evaluation may be ordered. The decisions of the Superintendent shall be final and binding.
9. The Superintendent will render a decision within 60 calendar days from the signed receipt of the evaluation.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent of schools will ensure that all evaluators have been trained and certified in accordance with the Commissioner's Regulations. The District will utilize BOCES Network Training or the services of consultants and vendors for lead evaluator training and certification in accordance with applicable Education law and Commissioner's Regulations. The nature of the training will be based on the nine requirements listed in Commissioner's regulations 30-2.9. Training will be provided on an on-going basis.
The Superintendent of Schools will ensure that lead evaluators participate in annual training and are re certified annually. Any individual who fails to achieve required training, certification or re-certification will not serve as an evaluator until such training and annual certification successfully occurs.
Evaluators will receive on-going training during administrative council meetings to ensure inter-rater reliability.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers | Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 10, 2012
Updated Friday, November 30, 2012

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

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

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

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

K-4
5-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

Not applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, May 14, 2012
Updated Friday, November 30, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-4	(d) measures used by district for teacher evaluation	NYS Grade 3+4 Math and ELA Exam
	5-8	(d) measures used by district for teacher evaluation	NYS Grades 5-8 Math and ELA Exams
	9-12	(d) measures used by district for teacher evaluation	NYS Grades 9-12 ELA and Math Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All principals will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School (grades 5-8), and Mexico High School (grades 9-12), the measure includes: a combined ELA Performance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card . After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 15 to determine the number of points each principal earns for the locally selected measure. This calculation will be applied to all principals in said building. For buildings which house self-contained special

	education programs, three HEDI points will be added to the total score. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart

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.

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.	n/a
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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

assets/survey-uploads/5366/129290-pi29aiX4bL/Task 3.3, 8.2.docx

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

(No response)

8.3) Locally Developed Controls

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

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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Monday, August 06, 2012
Updated Friday, November 30, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

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)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District and the administrator's association have agreed that the Marshall Rubric for Principal Effectiveness will be utilized by the District to collect evidence and score this section of the teacher's evaluation.
Principals will submit goals in alignment with the district's Comprehensive District Education Plan (CDEP) prior to August 31st. The principal will meet with the Superintendent before September 30th to discuss goals for the school year as the relate to the CDEP and selected principal evaluation rubric. During this goal setting meeting, the principal will seek feedback from the Superintendent to determine other areas needing to be addressed.
Before January 1st, the principal will meet with the Superintendent to review the Marshall Rubric indicators and the Principal's portfolio of evidence. During this meeting, the Superintendent will discuss the indicators within each of the six domains. Throughout the discussion, the Superintendent will determine the level of the principal's performance by placing his initials in each indicator box to reflect the principal's current level of performance. These ratings will be based on: the evidence provided, visits by the superintendent to the school site, and on-going dialogue between the Superintendent and the principal.
Summative conferences will occur between March 1st and March 30th for non-tenured principals. For tenured principals, summative conferences will occur between May 1st and May 31st. One week prior to the summative conference, the Superintendent will send a draft copy of the evaluation for the principal to review prior to the summative conference. At the summative conference, the principal and superintendent will review progress, discuss a draft of performance levels on the Marshall rubric, and the principal will share any additional pieces of evidence for the superintendent to consider as part of the evaluation. Within five days of the summative meeting, the superintendent will send the final scores from the Marshall rubric and accompanying evaluation. The principal will review the revised draft and return a signed copy within five school days. The principal may include a written response to the evaluation if he or she chooses.
The final rubric score for the principal will be compiled by averaging all of the performance indicators for each of the domains on the Marshall rubric. The average score from each of the six domains will then be averaged to create an overall average rubric score. This average rubric score will then be converted to a score from 0-60 using the uploaded conversion chart. Please refer to the conversion chart to convert the overall average rubric score to the appropriate composite score for the multiple measures of effectiveness. Normal rounding rules will apply to compute a score from 0-60 points.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	See uploaded conversion chart
Effective: Overall performance and results meet standards.	See uploaded coversion chart
Developing: Overall performance and results need improvement in order to meet standards.	See uploaded conversion chart
Ineffective: Overall performance and results do not meet standards.	See uploaded conversion chart.

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Sunday, September 16, 2012
Updated Friday, November 30, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, August 06, 2012
Updated Friday, November 30, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/159438-Df0w3Xx5v6/Sample PIP.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:

In accordance with New York State Education Law §3012-c and Commissioner's Regulations §30-12.11 the following procedure is the exclusive means to initiate, review and resolve any and all appeals related to a principal's composite score. No other means shall be used to appeal a principal's composite score.
1. An appeal by a principal may challenge the following:
• The substance of the evaluation.
• Adherence to standards and methodologies required in the review.

• Adherence to regulations.
• Compliance to negotiated procedures.
• The District's issuance and implementation of the terms of the Principal Improvement Plan (PIP). (The PIP will be mutually developed and implemented.)
2. A principal who is in disagreement with their overall composite score rating may request a meeting with the superintendent to review the decision within 15 days of signed receipt of the evaluation. The meeting must within 30 days of signed receipt of the evaluation. The member may request that a representative from the administrator's association be present at the meeting. If there is no agreed upon resolution to the disagreement, then the formal appeals process will be initiated by the member.
3. The written appeal must be submitted to the Superintendent within 40 days of signed receipt of the evaluation.
4. All grounds for appealing a composite score must be raised within the same appeal and any grounds not raised at the time the appeal is filed shall be waived.
5. An appeal panel shall be appointed collaboratively between the association and the district. The president of the association shall appoint a one administrator from the unit for the appeal panel and the Superintendent shall appoint one district office administrator to serve on the panel. A third panel member will be selected by mutual agreement between the district and the administrator's association to serve on the panel. This third party must be certified as a lead evaluator for the purposes of evaluating principal effectiveness.
6. The principal bears the responsibility of proving, by evidence, to the panel the merits of their appeal. A written detailed description of the specific point(s) of disagreement over the composite score, along with any and all additional documents that are relevant to the resolution of the appeal should be included with the written appeal.
7. The appeal panel shall make a decision in regards to any action that should be taken as a result of the appeal. The appeal panel shall reach this decision through a consensus model. The appeal panel can rescind, modify, affirm the rating, or order a new evaluation. The decisions of the appeal panel shall be final and binding.
9. The appeal panel will render a decision within 60 days of signed receipt of the evaluation.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent of schools will maintain certification and continue to seek on-going training as a lead evaluator for principals in accordance with the Commissioner's Regulations. The Superintendent will utilize BOCES or the services of consultants and vendors for lead evaluator training and certification in accordance with applicable Education Law and Commissioner's Regulations.The nature of the training will be based on the nine requirements listed in Commissioner's regulations 30-2.9. Training will be provided on an on-going basis.
The Superintendent of Schools will ensure that he participates in annual training and is recertified annually.

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 Sunday, September 16, 2012
Updated Friday, November 30, 2012

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/177722-3Uqgn5g9Iu/Joint Certification Form 11.30.2012

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.

Task 2.11

K-2 ELA

For K-2 classroom teachers and principals will establish a school-wide growth target. Teachers and principals will analyze student scaled score results on NYS ELA exams for the past three. Based on this analysis, a target for increasing the average scaled score performance on the grade 4 ELA exam for the particular school building will be set. Teachers will receive a corresponding 0-20 point score based on student growth in scaled score points on the corresponding NYS exam.

For example, based on trend data the average scaled score for students at Mexico Elementary on the NYS grade 4 ELA exam has been a 663. We are hoping to increase this average scaled score by one scaled score point. The chart below shows the number of points that a teacher would earn if this goal is met.

Mexico Elementary HEDI Band

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
670 and up	669	668	667	666	665	664	**663**	662	661	660	659	655-658	651-654	647-650	643-646	639-642	635-638	631-634	627-630	626 and below

Palermo Elementary HEDI Band

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
668 and up	667	666	665	664	663	662	**661**	660	659	658	657	653-656	649-652	645-648	641-644	637-640	633-636	629-632	625-628	624 and below

New Haven Elementary HEDI Band

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
674 and up	673	672	671	670	669	668	**667**	666	665	664	663	659-662	655-658	651-654	647-650	643-646	639-642	635-638	631-634	630 and below

3rd Grade ELA

For grade 3 teachers, the teachers and principals will establish individualized growth targets based on analyzing fall 2012 developmental reading assessment results. Teachers will receive a corresponding 0-20 point score based on the percentage of students who meet their individualized student growth target. The chart below illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	95-98%	91-94%	88-90%	86-87%	84-85%	82-83%	80-81%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

K-2 Math

For K-2 classroom teachers and principals will establish a school-wide growth target. Teachers and principals will analyze student scaled score results on NYS Math exams for the past three years. Based on this analysis, a target for increasing the average scaled score performance for individual students will be set. Teachers will receive a corresponding 0-20 point score based on student growth in scaled score points on the

corresponding NYS exam. The chart below shows the number of points that a teacher would earn if this goal is met. For example, based on an analysis of three years of trend data, the averaged scaled score for students at Mexico Elementary on the NYS grade 4 Math assessment was 678. Our goal is to increase this average by one scaled score point or more.

Mexico Elementary

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
686	685	684	683	682	681	680	**679**	678	677	676	675	671-674	667-670	663-666	659-662	655-658	651-654	647-650	643-646	642 and below

New Haven Elementary

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
687	686	685	684	683	682	681	**680**	679	678	677	676	672-675	668-671	664-667	660-663	656-659	652-655	648-651	644-647	643 and below

Palermo Elementary

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
684	683	682	681	680	679	678	**677**	676	675	674	673	669-672	665-668	661-664	657-660	653-656	649-652	645-648	641-644	640 and below

3rd Grade Math

For grade 3 teachers, the teachers and principals will establish individualized growth targets based on analyzing fall 2012 math inventory exams. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth target. The chart below illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	95-98%	91-94%	88-90%	86-87%	84-85%	82-83%	80-81%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

Grade 7 Science

Teachers and principals will establish individualized growth targets based on analyzing student performance on high stakes exams such as the grade 6 ELA exam. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth target on the corresponding end of the year exam (BOCES developed). The chart below illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	95-98%	91-94%	88-90%	86-87%	84-85%	82-83%	80-81%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

Grade 7 and 8 Social Studies

Teachers and principals will establish individualized growth targets based on analyzing student performance on high stakes exams such as results on the previous grade state ELA exam. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth projection on the corresponding end of the year exam (BOCES developed). The chart below illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	95-98%	91-94%	88-90%	86-87%	84-85%	82-83%	80-81%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

Global 1 – School-Wide Goal

Teachers and principals will establish individualized growth targets based on analyzing student performance on high stakes exams such as results on grade 8 ELA exam. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth projection on the corresponding end of the year exam. Global 1 teachers will receive a 0-20 point score based on the percentage of students who meet or exceed the growth target on the Global 2 Regents. The chart below illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	98-99%	96-97%	95-96%	92-94%	88-91%	84-87%	80-83%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

Global 2 –

Teachers and principals will establish individualized growth targets based on analyzing student performance on high stakes exams such as results on grade 8 ELA exam. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth projection on the corresponding end of the year exam. Global 2 teachers will receive a 0-20 point score based on the percentage of students on their class roster who meet or exceed the growth target on the Global 2 Regents. The chart below illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	98-99%	96-97%	95-96%	92-94%	88-91%	84-87%	80-83%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

Living Environment, Earth Science, Chemistry, Physics

Teachers and principals will establish individualized growth targets based on analyzing student performance on on the NYS grade 8 state exams. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth target on the corresponding end of the year exam. The chart below illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	98-99%	96-97%	95-96%	92-94%	88-91%	84-87%	80-83%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

Algebra 1, Geometry, Algebra 2

Teachers and principals will establish individualized growth targets based on analyzing student performance on the NYS grade 8 state exams. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth target on the corresponding end of the year exam. The chart below illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	98-99%	96-97%	95-96%	92-94%	88-91%	84-87%	80-83%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

Grade 9, 10, 11 ELA

Grade 9, 10, and 11 teachers and principals will establish individualized growth targets based on analyzing student performance on the NYS grade 8 state exams. Teachers will establish individualized growth targets for each student based on this analysis. Teachers will receive a corresponding 0-20 point score based on whether students in their classroom meet or exceed their individualized student growth projection on the corresponding end of the year exam. Grade 11 ELA teachers will receive a 0-20 point score based on the percentage of students on their class roster who meet or exceed their individualized growth target on the Grade 11 ELA Regents. Grade 9 and 10 ELA teachers will receive a score from 0-20 based on whether the aggregate of all students who take the Grade 11 ELA Regents meet or exceed their target. The chart below illustrates how teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	98-99%	96-97%	95-96%	92-94%	88-91%	84-87%	80-83%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

All other K-4 teachers

For all other teachers in grades K-4, teachers will receive a score from 0-20 based on the increase of the student scaled scores on the Grade 4 NYS ELA exam . Teachers will receive a score from 0-20 based on the average student scaled score results of the NYS Grade 4 ELA exam for students in their school building. The chart below illustrates how scores will be assigned to teachers based on the target being met or exceeded.

Mexico Elementary HEDI Band

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
670 and up	669	668	667	666	665	664	**663**	662	661	660	659	655-658	651-654	647-650	643-646	639-642	635-638	631-634	627-630	626 and below

Palermo Elementary HEDI Band

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
668 and up	667	666	665	664	663	662	**661**	660	659	658	657	653-656	649-652	645-648	641-644	637-640	633-636	629-632	625-628	624 and below

New Haven Elementary HEDI Band

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
674 and up	673	672	671	670	669	668	**667**	666	665	664	663	659-662	655-658	651-654	647-650	643-646	639-642	635-638	631-634	630 and below

All other 5-8 teachers

For all other teachers in grades 5-8, teachers and principals will analyze trend data on the NYS grades 5-8 ELA exam. This analysis has shown that students have achieved an averaged scaled score of 663 on the ELA exam. Based on this analysis, all teachers will work to improve this average performance by one point. Teacher will receive a score from 0-20 based on the average scaled score for students in the building.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
671 and up	670	669	668	667	666	665	664	663	662	661	660	656-659	652-655	648-651	644-647	641-643	637-640	633-636	629-632	625-628

All other 9-12 teachers

For all other teachers in grades 9-12, teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their individualized growth target on the grade 11 ELA regents exam. Targets for individual students will be set using baseline data from the NYS Grade 8 ELA exam. Teachers will receive a score from 0-20 based on the percentage of students who meet or exceed their goal as listed in the chart below.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	98-99%	96-97%	95-96%	92-94%	88-91%	84-87%	80-83%	76-79%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	0-31%

Total Average Rubric Score	Conversion Score for Composite
Ineffective 0 - 49	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
Normal Rounding Rules will apply for composite score (ex: 57.2 = 57 points)	

Total Average Rubric Score	Conversion Score for Composite
Ineffective 0 – 49 cont'd	
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Total Average Rubric Score	Conversion Score for Composite
Developing 50-56	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective 57-58	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective 59-60	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60

4	60.25 (round to 60)

Task 3.3, 8.2 Local Measure: H.E.D.I. Rating Scale

The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School (grades 5-8) the measure includes: a combined ELA Performance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points). These measures are taken directly from the NYS School report card. After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 15 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
387-400	360-386	334-359	307-333	280-306	254-279	227-253	200-226	174-199	147-173	120-146	94-119	67-93	40-66	14-39	0-13

Task 3.3, 8.2 Local Measure: H.E.D.I. Rating Scale

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HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
387-400	360-386	334-359	307-333	280-306	254-279	227-253	200-226	174-199	147-173	120-146	94-119	67-93	40-66	14-39	0-13

Task 3.13

The Local Measure for Mexico Academy and Central School District is calculated by using school-wide measures of student achievement based on NYS ELA and Mathematics assessments. All teachers will share the same HEDI structure. For elementary buildings (grades K-4), Mexico Middle School (grades 5-8) the measure includes: a combined ELA Performance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) These measures are taken directly from the NYS School report card . After these two figures are added together, the sum will be divided by the maximum points available (in this case, 400 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building. This local measure is truly a systemic way to measure student achievement as all teachers are teachers of literacy (reading and writing) and critical thinking (math/STEM).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
390-400	370-389	350-369	330-349	310-329	290-309	270-289	**250-269**	230-249	210-229	190-209	170-189	150-169	130-149	110-129	90-109	70-89	50-69	30-49	10-29	0-9

Mexico Academy and Central School District

Teacher Improvement Plan

Teacher_____ School year plan is based on_____ Assignment was_____

Assignment, ensuing school year
(school/grade/subjects)_____

Date of related APPR (attach copy)_____ Date of TIP conference_____

I. List area(s) to be improved, citing from teacher's evaluation and correlating with District APPR criteria:

II. Specific objectives for improvement:

III. Plan for self-improvement (activities and timeline):

IV. Administrator's plan to assist educator to improve performance (activities and timeline):

V. Criteria for measurement of progress:

VI. Date outcome of plan is to be evaluated:

NOTES that provide additional depth and definition to this TIP:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

School: _____

Mexico Academy and Central School District

Principal Improvement Plan

Teacher_____ School year plan is based on_____ Assignment was_____

Assignment, ensuing school year_____

Date of related APPR (attach copy)_____ Date of PIP conference_____

I. List area(s) to be improved, citing from principal's evaluation and correlating with District APPR criteria:

II. Specific objectives for improvement:

III. Plan for self-improvement (activities and timeline):

IV. Superintendent's plan to assist educator to improve performance (activities and timeline):

V. Criteria for measurement of progress:

VI. Date outcome of plan is to be evaluated:

NOTES that provide additional depth and definition to this PIP:

Superintendent''s Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

School: _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 11/30/12

Teachers Union President Signature: Date: 11/30/12

Administrative Union President Signature: Date: 11/30/12

Board of Education President Signature: Date: 11/30/12