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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Albany, New York 12234

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February 26, 2014

Revised

Timothy Farrell, Superintendent
Minerva Central School District
P.O. Box 39
1466 County Route 29
Olmstedville, NY 12857

Dear Superintendent Farrell:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c. James P. Dexter

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Monday, January 27, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 150801040000

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

150801040000

1.2) School District Name: MINERVA CSD

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

MINERVA CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Tuesday, February 11, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	WSWHE BOCES-Developed ELA Assessment - Grade K
1	District, regional, or BOCES-developed assessment	WSWHE BOCES-Developed ELA Assessment - Grade 1
2	District, regional, or BOCES-developed assessment	WSWHE BOCES-Developed ELA Assessment - Grade 2

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher Growth Scores will be determined by the percentage of students meeting targets as established in Student Learning Objectives (refer to HEDI Charts in Appendix C). On assessments in which scores are reported using a 100 point scale: • Students scoring 0-69 on the pre-assessment will increase their score on the post-assessment by 50 percent of the difference between the pre-assessment score and 100 (40 percent for students who are eligible for the safety net). For example, a student achieving a score of 30 on the pre-assessment will need to score a 65 or higher on the post-assessment in order to meet their target. Step 1: 100 – 30 = 70

	Step 2: 70 x .5 = 35 Step 3: 30 + 35 = 65 • Students scoring at or above a 70 on the pre-assessment must score a minimum of 85 on the post-assessment. On assessments in which scores are reported using a 1-4 point scale: • Students who score a 1 on the pre-assessment will increase their score to a minimum of 2 on the post-assessment • Students who score a 2 on the pre-assessment will score a minimum of 2 on the post-assessment • Students who score a 3 or above on the pre-assessment will score a minimum of 3 on the post-assessment
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	92% - 100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65% - 91% of students meet or exceed their goals
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	47% - 64% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	46% or less of students meet or exceed their goals

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	WSWHE BOCES-Developed Math Assessment - Grade K
1	District, regional, or BOCES-developed assessment	WSWHE BOCES-Developed Math Assessment - Grade 1
2	District, regional, or BOCES-developed assessment	WSWHE BOCES-Developed Math Assessment - Grade 2

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher Growth Scores will be determined by the percentage of students meeting targets as established in Student Learning Objectives (refer to HEDI Charts in Appendix C). On assessments in which scores are reported using a 100 point scale: • Students scoring 0-69 on the pre-assessment will increase their score on the post-assessment by 50 percent of the difference between the pre-assessment score and 100 (40 percent for

	students who are eligible for the safety net). For example, a student achieving a score of 30 on the pre-assessment will need to score a 65 or higher on the post-assessment in order to meet their target. Step 1: 100 – 30 = 70 Step 2: 70 x .5 = 35 Step 3: 30 + 35 = 65 • Students scoring at or above a 70 on the pre-assessment must score a minimum of 85 on the post-assessment. On assessments in which scores are reported using a 1-4 point scale: • Students who score a 1 on the pre-assessment will increase their score to a minimum of 2 on the post-assessment • Students who score a 2 on the pre-assessment will score a minimum of 2 on the post-assessment • Students who score a 3 or above on the pre-assessment will score a minimum of 3 on the post-assessment
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	92% - 100% of students meet or exceed their goals
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	47% - 64% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	46% or less of students meet or exceed their goals

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Minerva-Developed Science Assessment - Grade 6
7	District, regional or BOCES-developed assessment	Minerva-Developed Science Assessment - Grade 7

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher Growth Scores will be determined by the percentage of students meeting targets as established in Student Learning Objectives (refer to HEDI Charts in Appendix C). On assessments in which scores are reported using a 100 point scale: • Students scoring 0-69 on the pre-assessment will increase their score on the post-assessment by 50 percent of the difference

	between the pre-assessment score and 100 (40 percent for students who are eligible for the safety net). For example, a student achieving a score of 30 on the pre-assessment will need to score a 65 or higher on the post-assessment in order to meet their target. Step 1: 100 – 30 = 70 Step 2: 70 x .5 = 35 Step 3: 30 + 35 = 65 • Students scoring at or above a 70 on the pre-assessment must score a minimum of 85 on the post-assessment. On assessments in which scores are reported using a 1-4 point scale: • Students who score a 1 on the pre-assessment will increase their score to a minimum of 2 on the post-assessment • Students who score a 2 on the pre-assessment will score a minimum of 2 on the post-assessment • Students who score a 3 or above on the pre-assessment will score a minimum of 3 on the post-assessment
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	92% - 100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65% - 91% of students meet or exceed their goals
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	47% - 64% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	46% or less of students meet or exceed their goals

2.5) Grades 6-8 Social Studies

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher Growth Scores will be determined by the percentage of students meeting targets as established in Student Learning Objectives (refer to HEDI Charts in Appendix C). On assessments in which scores are reported using a 100 point scale: • Students scoring 0-69 on the pre-assessment will increase their score on the post-assessment by 50 percent of the difference

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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	92% - 100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	65% - 91% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	47% - 64% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% or less of students meet or exceed their goals

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Minerva- developed Social Studies Assessment - Global 1

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher Growth Scores will be determined by the percentage of students meeting targets as established in Student Learning Objectives (refer to HEDI Charts in Appendix C). On assessments in which scores are reported using a 100 point scale: • Students scoring 0-69 on the pre-assessment will increase their score on the post-assessment by 50 percent of the difference between the pre-assessment score and 100 (40 percent for students who are eligible for the safety net). For example, a student achieving a score of 30 on the pre-assessment will need to score a 65 or higher on the post-assessment in order to meet their target. Step 1: 100 – 30 = 70 Step 2: 70 x .5 = 35 Step 3: 30 + 35 = 65 • Students scoring at or above a 70 on the pre-assessment must score a minimum of 85 on the post-assessment. On assessments in which scores are reported using a 1-4 point scale: • Students who score a 1 on the pre-assessment will increase their score to a minimum of 2 on the post-assessment • Students who score a 2 on the pre-assessment will score a minimum of 2 on the post-assessment • Students who score a 3 or above on the pre-assessment will score a minimum of 3 on the post-assessment
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Developing (3 - 8 points) Results are below District goals for similar students.	47% - 64% of students meet or exceed their goals
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2.7) High School Science Regents Courses

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

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

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

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

assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher Growth Scores will be determined by the percentage of students meeting targets as established in Student Learning Objectives (refer to HEDI Charts in Appendix C). On assessments in which scores are reported using a 100 point scale: • Students scoring 0-69 on the pre-assessment will increase their score on the post-assessment by 50 percent of the difference between the pre-assessment score and 100 (40 percent for students who are eligible for the safety net). For example, a student achieving a score of 30 on the pre-assessment will need to score a 65 or higher on the post-assessment in order to meet their target. Step 1: 100 – 30 = 70 Step 2: 70 x .5 = 35 Step 3: 30 + 35 = 65 • Students scoring at or above a 70 on the pre-assessment must score a minimum of 85 on the post-assessment. On assessments in which scores are reported using a 1-4 point scale: • Students who score a 1 on the pre-assessment will increase their score to a minimum of 2 on the post-assessment • Students who score a 2 on the pre-assessment will score a minimum of 2 on the post-assessment • Students who score a 3 or above on the pre-assessment will score a minimum of 3 on the post-assessment
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Effective (9 - 17 points) Results meet District goals for similar students.	65% - 91% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	47% - 64% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% or less of students meet or exceed their goals

2.8) High School Math Regents Courses

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

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

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

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

assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher Growth Scores will be determined by the percentage of students meeting targets as established in Student Learning Objectives (refer to HEDI Charts in Appendix C). On assessments in which scores are reported using a 100 point scale: • Students scoring 0-69 on the pre-assessment will increase their score on the post-assessment by 50 percent of the difference between the pre-assessment score and 100 (40 percent for students who are eligible for the safety net). For example, a student achieving a score of 30 on the pre-assessment will need to score a 65 or higher on the post-assessment in order to meet their target. Step 1: 100 – 30 = 70 Step 2: 70 x .5 = 35 Step 3: 30 + 35 = 65 • Students scoring at or above a 70 on the pre-assessment must score a minimum of 85 on the post-assessment. On assessments in which scores are reported using a 1-4 point scale: • Students who score a 1 on the pre-assessment will increase their score to a minimum of 2 on the post-assessment • Students who score a 2 on the pre-assessment will score a minimum of 2 on the post-assessment • Students who score a 3 or above on the pre-assessment will score a minimum of 3 on the post-assessment Minerva will administer the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents to students in Common Core Algebra courses. We will use the higher of the two assessment scores in computing teacher growth scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	92% - 100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	65% - 91% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	47% - 64% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% or less of students meet or exceed their goals

2.9) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher Growth Scores will be determined by the percentage of students meeting targets as established in Student Learning Objectives (refer to HEDI Charts in Appendix C). On assessments in which scores are reported using a 100 point scale: • Students scoring 0-69 on the pre-assessment will increase their score on the post-assessment by 50 percent of the difference between the pre-assessment score and 100 (40 percent for students who are eligible for the safety net). For example, a student achieving a score of 30 on the pre-assessment will need to score a 65 or higher on the post-assessment in order to meet their target. Step 1: 100 – 30 = 70 Step 2: 70 x .5 = 35 Step 3: 30 + 35 = 65 • Students scoring at or above a 70 on the pre-assessment must score a minimum of 85 on the post-assessment. On assessments in which scores are reported using a 1-4 point scale: • Students who score a 1 on the pre-assessment will increase their score to a minimum of 2 on the post-assessment • Students who score a 2 on the pre-assessment will score a minimum of 2 on the post-assessment • Students who score a 3 or above on the pre-assessment will score a minimum of 3 on the post-assessment Minerva will administer the NYS Comprehensive English Regents and the NYS Common Core English Regents to students in Common Core English courses. We will use the higher of the two assessment scores in computing teacher growth scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	92% - 100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	65% - 91% of students meet or exceed their goals

Developing (3 - 8 points) Results are below District goals for similar students.	47% - 64% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% or less of students meet or exceed their goals

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
Art K-12	District, Regional or BOCES-developed	WSWHE BOCES-developed Art Assessments - Grades K - 12
Music K-12	District, Regional or BOCES-developed	WSWHE BOCES-developed Music Assessments - Grades K - 12
Physical Education K-12	District, Regional or BOCES-developed	WSWHE BOCES-developed Physical Education Assessments - Grades K - 12
Technology Education 8-12	District, Regional or BOCES-developed	Minerva-developed Technology Assessments - Grades 8-12
Library Skills	District, Regional or BOCES-developed	WSWHE BOCES-developed Library Skills Assessment
LOTE 7-12	District, Regional or BOCES-developed	Minerva-developed LOTE Assessments - Grades 7-12
Business Education 8-12	District, Regional or BOCES-developed	Minerva-developed Business Assessments - Grades 8-12
Health Education 7, 10	District, Regional or BOCES-developed	Minerva-developed Health Assessments - Grades 7, 10
All Other Teachers Not Named Above	District, Regional or BOCES-developed	Minerva-developed Corse Specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher Growth Scores will be determined by the percentage of students meeting targets as established in Student Learning Objectives (refer to HEDI Charts in Appendix C). On assessments in which scores are reported using a 100 point scale: • Students scoring 0-69 on the pre-assessment will increase their score on the post-assessment by 50 percent of the difference between the pre-assessment score and 100 (40 percent for students who are eligible for the safety net). For example, a student achieving a score of 30 on the pre-assessment will need to score a 65 or higher on the post-assessment in order to meet their target. Step 1: 100 – 30 = 70 Step 2: 70 x .5 = 35 Step 3: 30 + 35 = 65 • Students scoring at or above a 70 on the pre-assessment must

	score a minimum of 85 on the post-assessment. On assessments in which scores are reported using a 1-4 point scale: • Students who score a 1 on the pre-assessment will increase their score to a minimum of 2 on the post-assessment • Students who score a 2 on the pre-assessment will score a minimum of 2 on the post-assessment • Students who score a 3 or above on the pre-assessment will score a minimum of 3 on the post-assessment
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	92% - 100% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	65% - 91% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	47% - 64% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% or less of students meet or exceed their goals

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/575905-TXEtxx9bQW/HEDI Charts for Growth.xls

2.12) Locally Developed Controls

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

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

At this time the District does not have any adjustments, controls or special considerations, beyond those previously described for the general process of assigning HEDI categories for measures of student growth, that will be used for setting targets for growth measures.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment Grade 4
5	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment Grade 5
6	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment Grade 6
7	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment Grade 7
8	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment Grade 8

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

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

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.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale where no value added model is available for teacher growth scores • the 1-4 point rating will be converted to a 0-15 point scale where a value added model is available for teacher growth scores On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale where no value added model is available for teacher growth scores • The average score will be converted to a 0-15 point scale where a value added model is available for teacher growth scores
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS Math 4 Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Math 5 Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Math 6 Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Math 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Math 8 Assessment

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.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale where no value added model is available for teacher growth scores • the 1-4 point rating will be converted to a 0-15 point scale where a value added model is available for teacher growth scores On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale where no value added model is available for teacher growth scores • The average score will be converted to a 0-15 point scale where a value added model is available for teacher growth scores
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.3

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/575906-rhJdBgDruP/100 to 1-4 with 15 and 20 point HEDI REVISED-02112014103401.pdf

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-Developed ELA Assessment - Grade K

1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-Developed ELA Assessment - Grade 1
2	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment Grade 2
3	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment Grade 3

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.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-Developed Math Assessment - Grade K
1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-Developed Math Assessment - Grade 1
2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-Developed Math Assessment - Grade 2
3	3) Teacher specific achievement or growth score computed locally	NYS Math 3 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Minerva-developed Science 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Minerva-developed Science 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale

	On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Minerva-developed Social Studies 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Minerva-developed Social Studies 7 Assessment
8	5) District, regional, or BOCES–developed assessments	Minerva-developed Social Studies 8 Assessment

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.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

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

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Minerva-developed Global Studies I Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS United States History Regents Assessment

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.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Assessment

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.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	See upload in 3.13

grade/subject.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra and NYS Common Core Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale Minerva students in NYS Common Core Algebra will take both the NYS Integrated Algebra Regents and NYS Common Core Algebra Regents. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

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

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-Developed ELA Assessment - Grade 9
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-Developed ELA Assessment - Grade 10
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents and NYS Common Core English 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale On assessments in which scores are reported using a 1-4 point scale: • The average score will be converted to a 0-20 point scale Minerva students in NYS Common Core English will take both the NYS Comprehensive Regents and NYS Common Core English Regents. Teachers will use the higher of the two assessment scores.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Art K-12	5) District/regional/BOCES–developed	WSWHE BOCES-Developed Art Assessments - Grades K-12
	Music K-12	5) District/regional/BOCES–developed	WSWHE BOCES-Developed Music Assessments - Grades K-12
	Physical Education K-12	5) District/regional/BOCES–developed	WSWHE BOCES-Developed Physical Education Assessments Grades K-12
	Technology Education 8-12	5) District/regional/BOCES–developed	Minerva-developed Technology Education Assessments - Grades 8-12
	LOTE 7-12	5) District/regional/BOCES–developed	Minerva-developed LOTE Assessments - Grades 7-12
	Business Education 8-12	5) District/regional/BOCES–developed	Minerva-developed Business Education Assessments - Grades 8-12
	Health Education 7, 10	5) District/regional/BOCES–developed	Minerva-developed Health Education Assessments - Grades 7, 10

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.	Teacher achievement scores will be determined by the average student score on locally determined measures of achievement. On assessments in which scores are reported using a 100 point scale: • the average score will be converted to a 1-4 point rating • the 1-4 point rating will be converted to a 0-20 point scale On assessments in which scores are reported using a 1-4 point scale:

	• The average score will be converted to a 0-20 point scale
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/575906-y92vNseFa4/100 to 1-4 with 20 point HEDI REVISED 2.11.14-02112014104008.pdf

3.14) Locally Developed Controls

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

At this time the District does not have any adjustments, controls, or other special considerations that will be used for setting targets for local measures.

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.

In any event where a teacher will have multiple locally selected measures, each acheivement score will be weighted proportionally based on student enrollment in each class/course. The achievement scores will be combined for one overall score. Any score resulting in a decimal will be rounded to the nearst whole number using standard rounding conventions. If rounding up would result in the teacher moving from one HEDI rating category to a higher rating category, the number must be rounded down.

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)

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Updated Tuesday, February 11, 2014

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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.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	

Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be assigned a performance rating of 1-4 for each element included in Domains 1-4 of Danielson's Framework for Teaching (2011 Revised Edition). Teacher performance in Domain's 1 and 3 will be the focus of the first observation and teacher perfomance in Domain 2 will be the focus of the second observation. For all observations for each componenet of the rubric that is observed evidence will be collected. Teacher performance in Domain 4 will be determined by evaluating evidence collected through a Teacher Evidence Binder. A final average rubric score will be determined by factoring the average rubric score for the classroom

observations twice (66.66%) and the evidence binder once (33.33%). These scores will be added together to arrive at an overall average rubric score between 1 and 4. Once a final average rubric score is determined it will be converted to the 0-60 point scale using the attached conversion table. Any calculations that result in decimals will be rounded to the nearest whole number using standard rounding conventions. If rounding up would result in the teacher moving from one HEDI rating category to a higher rating category, the number must be rounded down. The rubric scores listed in the conversion chart are the minimum scores needed to receive the corresponding HEDI point values.

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

assets/survey-uploads/12179/575907-eka9yMJ855/Appendix I conversion chart_1.xlsx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A teacher will recieve a highly effective rating if they earn an average rubric score of more than 3.4.
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher will recieve an effective rating if they earn an average rubric score of between 2.5 and 3.4.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher will recieve a developing rating if they earn an average rubric score of between 1.5 and 2.4.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher will recieve an ineffective rating if they earn an average rubric score of less than 1.5.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Thursday, January 30, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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Updated Friday, February 07, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/151376-Df0w3Xx5v6/Appendix J 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:

Appeals of Annual Professional Performance Reviews

1. APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS
This appeals procedure will apply to tenured teachers who have received a composite score of ineffective or developing. Probationary and part-time teachers may submit a rebuttal statement which will be attached to the APPR.

2. WHAT MAY BE CHALLENGED IN AN APPEAL
Appeal procedures in connection with an ineffective or developing rating will limit the scope of appeals under Education Law §3012-c to the following subjects:
(1) The substance of the annual professional performance review
(2) The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
(3) The adherence to the Commissioner's regulations, as applicable to such reviews;
(4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
(5) The school district's issuance and/or implementation of the terms of the teacher improvement plan in connection with an ineffective or development rating under Education Law §3012-c.

3. PROHIBITION AGAINST MORE THAN ONE APPEAL
A teacher may not file multiple appeals regarding the same performance review OR Teacher Improvement Plan. All grounds for appeal must be raised with specificity within one appeal.

4. BURDEN OF PROOF
In the appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

5. TIME FRAME FOR FILING APPEAL
a. All appeals, whether based on performance rating or Teacher Improvement Plan, must be submitted to the evaluator, who issued the performance review or Teacher Improvement Plan, in writing no later than 15 calendar days from the date when the teacher receives his/her Annual Professional Performance Review rating or 15 calendar days from the issuance of the Teacher Improvement Plan.
b. All APPR's sent to teachers over the summer will be hand delivered and/or sent by return-receipt certified mail to the teacher's home address. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned unless extended by mutual agreement, but in no case will it be extended beyond 30 calendar days.
c. When filing an appeal, the teacher must submit to the evaluator:
(1) A detailed written description of the specific area(s) of his/her performance review which may include the terms of his/her teacher improvement plan that is being challenged; and
(2) Any additional documents or materials relevant to the appeal; and
(3) The performance review and the teacher improvement plan being challenged.

6. TIME FRAME FOR EVALUATOR RESPONSE

a. Within 15 calendar days of receipt of an appeal, the evaluator who issued the performance review must submit a detailed written response to the appeal.

b. The evaluator's response must include:
(1) A detailed written response to the appeal addressing the specific area(s) being challenged; and
(2) Any and all additional documents or written materials specific to the point(s) being challenged that support the evaluator's response and are relevant to the resolution of the appeal; and
(3) Any modifications to the Teacher Improvement Plan.
c. The teacher initiating the appeal shall receive a copy of the response filed by the evaluator, and any and all additional information submitted with the response.

7. PANEL APPEAL

a. If the teacher is not satisfied with the response from the evaluator and the matter has not been resolved to his/her satisfaction, within 15 calendar days of receipt of the decision of the evaluator, the teacher may request an appeal to a three-person panel as described herein.
b. The parties agree to formulate a three-person panel to hear the appeal. All members of the panel shall be trained evaluators.
The Appeals Panel will consist of:
(1) The Superintendent (or his/her designee)
(2) The MCSTA President (or his/her designee)
(3) The Principal (or his/her designee)
c. The decision/deliberations of the appeals panel shall be based on a written record which is comprised of:

(1) The teacher's appeal papers and any documentary evidence accompanying the appeal
(2) The evaluator's response to the appeal and any documentary evidence accompanying the response

8. DECISION
a. A written decision from the Appeals Panel based on the merits of the appeal shall be rendered no later than 45 calendar days from the date upon which the teacher filed his/her appeal. The decision may be to deny the appeal, to sustain the appeal and grant remedy sought, or to sustain the appeal and modify the remedy.
b. The determination of the appeal by the Appeals Panel pursuant to the above process is final and binding and not subject to any further appeal through the grievance process except as otherwise authorized by law.
c. Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan, while an appeal is pending. Further, nothing herein shall be construed to alter or diminish the authority of the governing body of the school district to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal.

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

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

Minerva Central School District will comply with all requirements for the training, certification, and re-certification of all evaluators. This commitment includes both the initial trainings of all evaluators on the nine elements included in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the required inter-rater reliability. Training for all evaluators is being conducted by the WSWHE BOCES Network Team. Certification and re-certification of lead evaluators will be completed through the WSWHE BOCES Network Team and shall comply with all applicable laws and regulations.
The "lead evaluator" is the administrator who is primarily responsible for a teacher's APPR composite rating. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.
The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. All evaluators will participate in a minimum of one day of training annually, and as necessary, due to changes in the law, regulations, teacher practice rubrics, or applicable collective bargaining agreements. Inter-rater reliability training will be conducted by the WSWHE BOCES Network Team. Evaluator training will occur regionally through the WSWHE BOCES network training team and use of any other appropriate training venues which comply with the requirements of Section 30-2.9.
The superintendent, upon receipt of proper documentation, will annually certify to the Board of Education, the level of training (evaluator or lead evaluator) for each evaluator.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Thursday, January 30, 2014

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

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

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

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

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

PK-12
(No response)
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

At this time, the District will not use any adjustments, controls or other special considerations that will be used in setting targets for Comparable Growth Measures.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Tuesday, February 11, 2014

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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.

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	PK-12	(d) measures used by district for teacher evaluation	NYS Integrated Algebra and NYS Common Core Algebra Regents
	PK-12	(d) measures used by district for teacher evaluation	NYS Comprehensive ELA 11 and NYS Common Core ELA Regents
	PK-12	(d) measures used by district for teacher evaluation	NYS Global Studies Regents
	PK-12	(d) measures used by district for teacher evaluation	NYS United States History Regents
	PK-12	(d) measures used by district for teacher evaluation	NYS Earth Science 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.	Principal achievement scores will be determined by average student performance on the NYS Integrated Algebra/Common Core Algebra Regents, NYS Comprehensive English/Common Core English Regents, NYS US History Regents, NYS Global Studies Regents and the NYS Earth Science Regents. An average student score will first be calculated for each of the five Regents assessments. Each of these average scores will be weighted equally (20%) and combined to form a final average 0-100 regents score. The final average 0-100 Regents score will be converted to a 1-4 score using the 100 point to 1-4 point conversion chart uploaded in 8.1. This 1-4 score will be converted to a 0-15 (for value added) or 0-20 HEDI score using the uploaded conversion charts. Any calculations that result in

	decimals will be rounded to the nearest whole number. If rounding up would result in the principal moving from one HEDI rating category to a higher rating category, the number must be rounded down. Students in Common Core courses will take both the NYS Comprehensive and Common Core English Regents and the NYS Integrated and Common Core Algebra Regents. The principal will use the higher of the two assessment scores for each subject.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1

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

(No response)

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

assets/survey-uploads/12190/575911-qBFVOWF7fC/100 to 1-4 with 15 and 20 point HEDI REVISED-02112014103401.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

At this time, the district will not use any adjustments, controls or other special considerations in setting targets for locally selected measures of student achievement.

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 Tuesday, April 30, 2013
Updated Tuesday, February 11, 2014

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9.1) Principal Practice Rubric

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal will be assigned a performance rating of 1-4 for each element included in Marshall's Principal Evaluation Rubric. When applicable, multiple ratings for the same element received over the course of multiple observations will be averaged, resulting in a final rating for that element. Final element ratings will be averaged to produce a 0-60 total principal practice score using the attached conversion table. Any principal practice score resulting in a decimal will be rounded to a whole number using standard rounding conventions. If rounding up would result in the principal moving from one HEDI rating category to a higher rating, the number must be rounded down.
The rubric scores listede in the conversion chart are the minimum scores needed to receive the corresponding HEDI point values.

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

assets/survey-uploads/12205/575912-pMADJ4gk6R/Principal 0-60 Conversion Chart_1.xlsx

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.	The principal will recieve a highly effective rating if they earn an average rubric score of 3.5 or higher.
Effective: Overall performance and results meet standards.	The principal will recieve an effective rating if they earn an average rubric score between 2.5 and 3.4.

Developing: Overall performance and results need improvement in order to meet standards.	The principal will recieve a developing rating if they earn an average rubric score between 1.5 and 2.4.
Ineffective: Overall performance and results do not meet standards.	The principal will recieve an ineffective rating if they earn an average rubric score between 1 and 1.4.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, January 30, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, February 25, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/182700-Df0w3Xx5v6/Principal 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:

Probationary principals may not appeal the APPR. A probationary principal who earns a composite rating of ineffective or developing may submit a written rebuttal that will be attached to the APPR in the principal's personnel file.

A tenured principal who earns a composite rating of ineffective or developing may appeal his/her Annual Professional Performance Review (APPR) and the school district's issuance and/or implementation of a Principal Improvement Plan (PIP) in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's APPR and/or PIP.

Tenured principals may only appeal the substance of the review, the District's adherence to the standards and methodologies required for such review, adherence to the Commissioner's Regulations, and/or the issuance and/or implementation of the terms of a PIP, in connection with "ineffective" and "Developing" determinations.

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

The appeal must be submitted in writing to the Superintendent within fifteen (15) calendar days of the issuance of the APPR or implementation of the PIP and shall set forth the basis of the appeal. Upon reciept of the appeal, the superintendent will have ten (10) days to convene an Appeal Hearing, which will be facilitated by a single Hearing Officer. The Hearing Officer will be a superintendent from a neighboring school district and shall be chosen by mutual agreement between the superintendent and the principal. If consensus can't be reached, the superintendent will select the Hearing Officer. The Hearing Officer can uphold or deny the appeal. A written determination will be rendered by the Hearing Officer within fifteen (15) school days from the end of the Appeal Hearing. The determination pursuant to the above process is final and binding. Only the failure of the district or principal to abide by the above agreed upon process is subject to the grievance procedure.

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

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

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

Minerva Central School District will comply with all requirements for the training, certification, and re-certification of all evaluators. This committment includes both the initial trainings of all evaluators on the nine elements included in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the required inter-rater reliability. Training for all evaluators is being conducted by the WSWHE BOCES Network Team. Certification and re-certification of lead evaluators will be completed through the WSWHE BOCES Network Team and shall comply with all applicable laws and regulations.
The "lead evaluator" is the administrator who is primarily responsible for a principal's APPR composite rating. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.
The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. All evaluators will participate in a minimum of one day of training annually, and as necessary, due to changes in the law, regulations, principal practice rubrics, or applicable collective bargaining agreements. Inter-rater reliability trianing will be conducted by the WSWHE BOCES Network Team. Evaluator training will occur regionally through the WSWHE BOCES network training team and use of any other appropriate training venues which comply with the requirements of Section 30-2.9.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Wednesday, February 26, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/575915-3Uqgn5g9Iu/APPR cert 2.26.14-02252014155327.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI Chart
Growth Scores

C. Measures of Student Growth: 0-20 Point Scale

Ineffective			Developing						Effective									Highly Effective		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0	25	41	47	50	53	56	59	62	65	68	71	74	77	80	83	86	89	92	95	98
24	40	46	49	52	55	58	61	64	67	70	73	76	79	82	85	88	91	94	97	100

HEDI Chart
Growth Scores

Appendix C

Local Measures of Student Achievement
Conversion Chart

100 Point Scale	Converted to 1 - 4 Rating
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

HEDI Charts

Achievement Scores

A. Local Measures of Student Achievement: 0-20 Point Scale

Ineffective			Developing						Effective									Highly Effective		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1.2	1.4	1.6	1.8		2.1	2.3						3.0				3.5	3.7	3.9
1.0	1.1	1.3	1.5	1.7	1.9	2.0	2.2	2.4	2.5	2.6	2.7	2.8	2.9	3.1	3.2	3.3	3.4	3.6	3.8	4

B. Local Measures of Student Achievement: 0-15 Point Scale

Ineffective			Developing					Effective						Highly Effective	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.2		1.5	1.7	2	2.2		2.5	2.7		3	3.2		3.5	
1.1	1.3	1.4	1.6	1.9	2.1	2.3	2.4	2.6	2.8	2.9	3.1	3.3	3.4	3.9	4

Local Measures of Student Achievement
Conversion Chart

100 Point Scale	Converted to 1 - 4 Rating
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

HEDI Charts

Achievement Scores -20 Point Scale

A. Local Measures of Student Achievement: 0-20 Point Scale

Ineffective			Developing						Effective									Highly Effective		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1.2	1.4	1.6	1.8		2.1	2.3						3.0				3.5	3.7	3.9
1.0	1.1	1.3	1.5	1.7	1.9	2.0	2.2	2.4	2.5	2.6	2.7	2.8	2.9	3.1	3.2	3.3	3.4	3.6	3.8	4

Appendix I

Teacher Practice
0-60 Point Converstion Chart

Total Average Rubric Score	Conversion score for composite
Ineffective	
1	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.05	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.1	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.2	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.25	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.3	37
1.308	38
1.317	39
1.325	40
1.333	41

Total Average Rubric Score	Conversion score for composite
Ineffective	
1.342	42
1.35	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.4	49
Developing	
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	
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	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60

Appendix J

TEACHER IMPROVEMENT PLAN- *Issuance*

Name _____

School year plan is based on _____ **Grade/Subject**_____

Ensuing School Year _____ **Grade/Subject**_____

Date of related APPR _____ **Date of TIP Conference** _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Detail Steps to be taken)	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments:

Administrator's Comments:

Date outcome plan is to be evaluated by: _____

Teacher's Signature _____ Date _____

Administrator's signature _____ Date _____

Union Rep Signature _____ Date _____

Teacher Waiver of Union Representation_____ Date _____

Local Measures of Student Achievement
Conversion Chart

100 Point Scale	Converted to 1 - 4 Rating
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

HEDI Charts

Achievement Scores

A. Local Measures of Student Achievement: 0-20 Point Scale

Ineffective			Developing						Effective									Highly Effective		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1.2	1.4	1.6	1.8		2.1	2.3						3.0				3.5	3.7	3.9
1.0	1.1	1.3	1.5	1.7	1.9	2.0	2.2	2.4	2.5	2.6	2.7	2.8	2.9	3.1	3.2	3.3	3.4	3.6	3.8	4

B. Local Measures of Student Achievement: 0-15 Point Scale

Ineffective			Developing					Effective						Highly Effective	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.2		1.5	1.7	2	2.2		2.5	2.7		3	3.2		3.5	
1.1	1.3	1.4	1.6	1.9	2.1	2.3	2.4	2.6	2.8	2.9	3.1	3.3	3.4	3.9	4

Principal - Other Measures
0-60 Point Conversion Chart

Total Average Rubric Score	Conversion score for composite
Ineffective	
1	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.05	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.1	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.2	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.25	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.3	37
1.308	38
1.317	39
1.325	40
1.333	41

Total Average Rubric Score	Conversion score for composite
Ineffective	
1.342	42
1.35	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.4	49
Developing	
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	
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	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60

Minerva Central School

<u>Principal Improvement Plan</u>

1. Area(s) needing improvement as identified by APPR process:

2. Strategies and actions the Principal will implement to address areas identified as needing improvement.

3. Strategies and actions the District will make available to the Principal.

4. Timeline of meetings between the Principal and Superintendent to monitor progress in area(s) identified as needing improvement.

5. Evidence to demonstrate satisfactory completion of PIP, and document progress in the area(s) needing improvement.

]

_____	_____
Principal	Superintendent
_____	_____
Date	Date

Principal Improvement Plan Guideline:

1. For any Principal whose performance, based on overall composite effectiveness score, is evaluated as developing or ineffective based upon the evidence clearly documented in the Annual Professional Performance Review (APPR), a Principal Improvement Plan (PIP) will be developed between the Superintendent and the Principal. The PIP shall be provided as soon as practicable, but in no case later than ten days after the first day of the ensuing school year. The PIP shall be developed in consultation with the Principal.

2. The parties understand and agree that the sole and exclusive purpose of the PIP is the improvement of leadership practice and that the issuance of a PIP is not a disciplinary action. The PIP shall address areas identified as in need of improvement. Supportive interventions may include but are not limited to observation, assignment of a peer mentor, and in-service courses relevant to areas of weakness. A peer mentor, if assigned, will maintain a confidential relationship with the Principal involved in the PIP. The District will support, to the extent practicable, the costs associated with the implementation of the PIP. If agreed upon, a third person or persons may become part of a PIP.

3. The PIP will become the Principal's plan for that school year. The Superintendent and Principal shall establish a schedule of meetings to periodically monitor progress in the areas in need of improvement.

4. A Principal who believes that the terms of the PIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of a PIP, may seek relief through the APPR appeals process.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

2-26-14

Teachers Union President Signature: Date:

Bruce C Hodgman 2-26-14

Administrative Union President Signature: Date:

Heidi Kelly 2-26-14

Board of Education President Signature: Date:

Jeffrey A Eager 2-26-14