



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  
89 Washington Ave., Room 111  
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

October 25, 2013

**Revised**

Michael R. Drahos, Superintendent  
Morrisville-Eaton Central School District  
P.O. Box 990  
5061 Fearon Road  
Morrisville, NY 13408

Dear Superintendent Drahos:

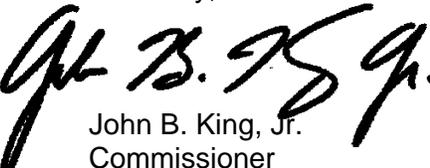
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

**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, August 12, 2013

---

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 250401040000

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

250401040000

#### 1.2) School District Name: MORRISVILLE-EATON CSD

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

MORRISVILLE-EATON 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, September 17, 2013

---

### 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	Morrisville-Eaton Developed Kindergarten ELA Assessment
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	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.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to formal assessment data including pre-assessments of student learning. Based on this information teachers, in collaboration with principals, will establish a baseline score and a target to be reached that measures growth in student learning. The individual growth targets will be approved by the by Building Principal in consultation with the Superintendent of Schools.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. (More than 85% meet growth targets.)

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results indicate growth in student learning and meet District adopted expectations for growth. (65-84% meet growth targets)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results indicate some growth in student learning but are below District adopted expectations for growth. (50-64% meet growth targets)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. (0-49% meet growth targets)

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Morrisville-Eaton Developed Kindergarten Math Assessment
1	State-approved 3rd party assessment	STAR MATH Enterprise
2	State-approved 3rd party assessment	STAR MATH Enterprise

	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.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to formal assessment data including pre-assessments of student learning. Based on this information teachers, in collaboration with principals, will establish a baseline score and a target to be reached that measures growth in student learning. The individual growth targets will be approved by the by Building Principal in consultation with the Superintendent of Schools.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. (More than 85% meet growth targets.)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results indicate growth in student learning and meet District adopted expectations for growth. (65-84% meet growth targets)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results indicate some growth in student learning but are below District adopted expectations for growth. (50-64% meet growth targets)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. (0-49% meet growth targets)

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Morrisville-Eaton Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Morrisville-Eaton Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to formal assessment data including pre-assessments of student learning. Based on this information teachers, in collaboration with principals, will establish a baseline score and a target to be reached that measures growth in student learning. The individual growth targets will be approved by the by Building Principal in consultation with the Superintendent of Schools.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. (More than 85% meet growth targets.)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results indicate growth in student learning and meet District adopted expectations for growth. (65-84% meet growth targets)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results indicate some growth in student learning but are below District adopted expectations for growth. (50-64% meet growth targets)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. (0-49% meet growth targets)

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Morrisville-Eaton Developed Grade 6 Social Studies Assessment

7	District, regional or BOCES-developed assessment	Morrisville-Eaton Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Morrisville-Eaton Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to formal assessment data including pre-assessments of student learning. Based on this information teachers, in collaboration with principals, will establish a baseline score and a target to be reached that measures growth in student learning. The individual growth targets will be approved by the by Building Principal in consultation with the Superintendent of Schools.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. (More than 85% meet growth targets.)
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth. (65-84% meet growth targets)
Developing (3 - 8 points) Results are below District goals for similar students.	Results indicate some growth in student learning but are below District adopted expectations for growth. (50-64% meet growth targets)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. (0-49% meet growth targets)

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Global History Regents

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.	For Global II and American History courses using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to formal assessment data including pre-assessments of student learning. Based on this information teachers, in collaboration with principals, will establish a baseline score and a target to be reached that measures growth in student learning. The individual growth targets will be approved by the by Building Principal in consultation with the Superintendent of Schools. *For Global I teachers, HEDI scores will be based on the school-wide results of the NYS Global History Exam.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. (More than 85% meet growth targets.)
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth. (65-84% meet growth targets)
Developing (3 - 8 points) Results are below District goals for similar students.	Results indicate some growth in student learning but are below District adopted expectations for growth. (50-64% meet growth targets)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. (0-49% meet growth targets)

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to formal assessment data including pre-assessments
---	--

of student learning. Based on this information teachers, in collaboration with principals, will establish a baseline score and a target to be reached that measures growth in student learning. The individual growth targets will be approved by the by Building Principal in consultation with the Superintendent of Schools.

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

Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. (More than 85% meet growth targets.)

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

Results indicate growth in student learning and meet District adopted expectations for growth. (65-84% meet growth targets)

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

Results indicate some growth in student learning but are below District adopted expectations for growth. (50-64% meet growth targets)

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

Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. (0-49% meet growth targets)

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, 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.

Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to formal assessment data including pre-assessments of student learning. Based on this information teachers, in collaboration with principals, will establish a baseline score and a target to be reached that measures growth in student learning. The individual growth targets will be approved by the by Building Principal in consultation with the Superintendent of Schools.  
\*We will be administering the NYS Integrated Algebra Regents

	Exam and the NYS Common Core Algebra Regents. HEDI scores will be based on the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. (More than 85% meet growth targets.)
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth. (65-84% meet growth targets)
Developing (3 - 8 points) Results are below District goals for similar students.	Results indicate some growth in student learning but are below District adopted expectations for growth. (50-64% meet growth targets)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. (0-49% meet growth targets)

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents
Grade 11 ELA	Regents assessment	NYS Comprehensive 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.	For grade 11 English , using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to formal assessment data including pre-assessments of student learning. Based on this information teachers, in collaboration with principals, will establish a baseline score and a target to be reached that measures growth in student learning. The individual growth targets will be approved by the by Building Principal in consultation with the Superintendent of Schools. For grades 9 and 10, a teacher's HEDI score will be based on the school-wide results of the NYS Comprehensive English
---	---

	Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. (More than 85% meet growth targets.)
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth. (65-84% meet growth targets)
Developing (3 - 8 points) Results are below District goals for similar students.	Results indicate some growth in student learning but are below District adopted expectations for growth. (50-64% meet growth targets)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. (0-49% meet growth targets)

## 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 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
Music 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
Physical Education 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
Health 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
Home and Careers 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
Technology 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
LOTE 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
Business 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
Special Education 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
Library/Media 7-12	School/BOCES-wide/group/team results based on State	NYS Grade 7 and 8 ELA Assessment
Art K-6	District, Regional or BOCES-developed	Morrisville-Eaton District Developed grade specific elementary art assessment
Physical Education K-6	District, Regional or BOCES-developed	Morrisville-Eaton District Developed grade specific elementary physical education assessment
Music K-6	District, Regional or BOCES-developed	Morrisville-Eaton District Developed grade specific elementary music assessment
All other courses not covered above for grades 7-12	School/BOCES-wide/group/team results based on State	NYS State 7/8 ELA Assessments
Library/Media K-6	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 ELA Assessments

Special Education K-6	School/BOCES-wide/group/te am results based on State	NYS Grades 4-6 ELA and Math Assessments
AIS K-6	School/BOCES-wide/group/te am results based on State	NYS Grades 4-6 ELA and Math Assessments

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For district developed assessments, using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to formal assessment data including pre-assessments of student learning. Based on this information teachers, in collaboration with principals, will establish a baseline score and a target to be reached that measures growth in student learning. The individual growth targets will be approved by the by Building Principal in consultation with the Superintendent of Schools.</p> <p>For grades k-6 and 7-12 where school-wide measures are used a teachers HEDI score will be based on the school-wide average of teachers state provided growth scores on the listed assessments.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. Scores will be assigned based on students taking the district developed assessments. 85% or more of students meet expectations described in SLO(s). Where school-wide measures are used HEDI scores will be based on state provided growth scores.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Results indicate growth in student learning and meet District adopted expectations for growth. Scores will be assigned based on students taking the district developed assessments assessments. 65-84% of students meet expectations described in SLO(s). Where school-wide measures are used HEDI scores will be based on state provided growth scores.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Results indicate some growth in student learning but are below District adopted expectations for growth. Scores will be assigned based on students taking the r district developed assessments assessments. 50-64% of students meet expectations described in SLO(s). Where school-wide measures are used HEDI scores will be based on state provided growth scores.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. Scores will be assigned based on students taking the district developed assessments. 0-49% of students meet expectations described in SLO(s). Where school-wide measures are used HEDI scores will be based on state provided growth scores.</p>

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/12186/589025-TXEttx9bQW/Growth measure HEDI\_1.docx

## 2.12) Locally Developed Controls

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

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

Not applicable

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, October 16, 2013

---

#### 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	6(ii) School wide measure computed locally	NYS Grades 4-6 ELA Assessments
5	6(ii) School wide measure computed locally	NYS Grades 4-6 ELA Assessments
6	6(ii) School wide measure computed locally	NYS Grades 4-6 ELA Assessments

7	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
8	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents

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.	Teachers in 4-8 receiving a SPGS will receive a local score based on the percentage of students passing/proficient: 65 or above on all Regents listed or levels 2, 3, and 4 on the ELA assessment (grades 4 - 6). The points will be assigned based on the percentage of students who meet the achievement target using the conversion chart in Task 3.3. The uploaded 20 point chart in task 3.13 will be used until the value added model is implemented in the 2014-2015 school year. *For the Algebra Regents, the higher of the two assessment scores will be used to determine the teacher's HEDI.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students passing/proficient: 65 or above on all Regents listed (grade 7 and 8) or levels 2, 3, and 4 on the ELA assessment (grades 4 - 6).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84% of students passing/proficient: 65 or above on all Regents listed (grade 7 and 8) or levels 2, 3, and 4 on the ELA assessment (grades 4 - 6).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 64% of students passing/proficient: 65 or above on all Regents listed (grade 7 and 8) or levels 2, 3, and 4 on the ELA assessment (grades 4 - 6).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students passing/proficient: 65 or above on all Regents listed (grade 7 and 8) or levels 2, 3, and 4 on the ELA assessment (grades 4 - 6).

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 4-6 Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 4-6 Math Assessments

6	6(ii) School wide measure computed locally	NYS Grades 4-6 Math Assessments
7	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
8	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents

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.	Teachers in 4-8 receiving a SPGS will receive a local score based on the percentage of students passing/proficient: 65 or above on all Regents listed (grade 7 and 8) or levels 2, 3, and 4 on the Math assessment (grades 4 - 6). The points will be assigned based on the percentage of students who meet the achievement target using the conversion chart in Task 3.3. The uploaded 20 point chart in Task 3.13 will be used until the Value-Added model is implemented in the 2014-2015 school year. *For the Algebra Regents, the higher of the two assessment scores will be used to determine the teacher's HEDI.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% - 100% of students passing/proficient: 65 or above on all Regents listed (grade 7 and 8) or levels 2, 3, and 4 on the Math assessment (grades 4 - 6).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students passing/proficient: 65 or above on all Regents listed (grade 7 and 8) or levels 2, 3, and 4 on the Math assessment (grades 4 - 6).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-50% of students passing/proficient: 65 or above on all Regents listed (grade 7 and 8) or levels 2, 3, and 4 on the Math assessment (grades 4 - 6).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students passing/proficient: 65 or above on all Regents listed (grade 7 and 8) or levels 2, 3, and 4 on the Math assessment (grades 4 - 6).

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/174398-rhJdBgDruP/HEDI for Percentage of Students Meeting Achievement Goals 3.3\_1.docx

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

**Growth or achievement measure(s) from these options.**

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

Measures based on:

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

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	7) Student Learning Objectives	Morrisville-Eaton Developed Kindergarten Reading Assessment
1	7) Student Learning Objectives	STAR Early Literacy Enterprise
2	7) Student Learning Objectives	STAR Early Literacy Enterprise
3	7) Student Learning Objectives	STAR Reading Enterprise

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>State approved 3rd party assessments and locally developed assessments will be rigorous and valid. The same assessments will be used across all classrooms in the same grade level. Where STAR Assessments are used, HEDI points will be determined based on the median student growth percentile (MSGP) on the end of year assessment as determined by Renaissance Learning. Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for grades 1-3. Renaissance Learning will provide a Student Growth Percentile (SGP) for each student.</p> <p>Category MSGP            Ineffective 1-20            Developing 21-29            Effective 30-55            Highly Effective 56-99</p> <p>In accordance with this alignment, the conversion charts will be utilized to convert the MSGP to a the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, grade 1-3 students will be administered the assessment during Renaissance Learning’s recommended Fall and Spring date ranges.</p> <p>For district-developed assessments, students in KDG will take a pre-assessment. The pre-assessment will have a district-defined level of proficiency for students entering the grade level. We will determine the percentage of students meeting proficiency using this baseline target. At the end of the term, students will take a post-assessment. There will be a district-determined level for proficiency for students at the end of the grade level. We will calculate the percent of students proficient on the post-assessment. HEDI points will be assigned based on the class-wide percentage increase in students who are proficient from the pre-assessment to the post-assessment.</p>
--	---

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a MSGP as calculated by Renaissance Learning well-above expectations (56-99).  The percentage of students who achieve the proficiency or higher level on the locally developed assessments increases by more than 5 percentage points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a MSGP as calculated by Renaissance Learning within the expected range (30-55). The percentage of students who achieve at the proficiency or higher level on the locally developed assessments increases by 3 - 5 percentage points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating represents a MSGP as calculated by Renaissance Learning below the expected range (21-29). The percentage of students who achieve at the proficiency or higher level on the locally developed assessments increases by 0 - 2.9 percentage points..
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a MSGP as calculated by Renaissance Learning significantly below the expected range (1-20). The percentage of students who achieve at the proficiency or higher level on the locally developed assessments is below the percentage achieved on the pre-assessment.

### 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	7) Student Learning Objectives	Morrisville-Eaton Developed Kindergarten Math Assessment
1	7) Student Learning Objectives	STAR MATH Enterprise
2	7) Student Learning Objectives	STAR MATH Enterprise
3	7) Student Learning Objectives	STAR MATH Enterprise

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.	State approved 3rd party assessments and locally developed assessments will be rigorous and valid. The same assessments will be used across all classrooms in the same grade level. Where STAR Assessments are used, HEDI points will be determined based on the median student growth percentile (MSGP) on the end of year assessment as determined by Renaissance Learning. Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally
---	--

selected assessment for grades 1-3. Renaissance Learning will provide a Student Growth Percentile (SGP) for each student.

Category MSGP  
 Ineffective 1-20  
 Developing 21-29  
 Effective 30-55  
 Highly Effective 56-99

In accordance with this alignment, the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, grade 1-3 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges. For district-developed assessments, students in KDG will take a pre-assessment. The pre-assessment will have a district-defined level of proficiency for students entering the grade level. We will determine the percentage of students meeting proficiency using this baseline target. At the end of the term, students will take a post-assessment. There will be a district-determined level for proficiency for students at the end of the grade level. We will calculate the percent of students proficient on the post-assessment. HEDI points will be assigned based on the class-wide percentage increase in students who are proficient from the pre-assessment to the post-assessment.

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

A Highly Effective rating represents a MSGP as calculated by Renaissance Learning well-above expectations (56-99). The percentage of students who achieve at the proficiency or higher level on the locally developed assessments increases by more than 5 percentage points

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

An Effective rating represents a MSGP as calculated by Renaissance Learning within the expected range (30-55). The percentage of students who achieve at the proficiency or higher level on the locally developed assessments increases by 3 - 5 percentage points.

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

A Developing rating represents a MSGP as calculated by Renaissance Learning below the expected range (21-29). The percentage of students who achieve at the proficiency or higher level on the locally developed assessments increases by 0 - 2.9 percentage points.

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

An Ineffective rating represents a MSGP as calculated by Renaissance Learning significantly below the expected range (1-20). The percentage of students who achieve at the proficiency or higher level on the locally developed assessments is below the percentage achieved on the pre-assessment.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS 6th grade ELA and Math Assessment

7	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
8	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For 6th grade: All 6th grade science teachers will have their 20% local measures HEDI score determined by the extent to which they reach the following target: School-wide measure of student achievement: Increase the number of students scoring at levels 3 and 4 on NYS ELA and Math assessments by 5 percentage points from the previous assessment year. For 7th and 8th grade: The percentage of students school-wide achieving Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6th grade: School-wide student achievement exceeds or far exceeds the targeted 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments. For 7th and 8th grade: 85-100% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6th grade: School-wide student achievement on the ELA and Math Assessment, as measured by percentage of students scoring levels 3 and 4, increases 3 - 5 percentage points. For 7th and 8th grade: 65-84% of students achieved Proficiency of 65 or greater On the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6th grade: School-wide student achievement on the ELA and Math Assessment, as measured by percentage of students scoring levels 3 and 4, increases 0 - 2.9 percentage points. For 7th and 8th grade: 50-64% of students achieved Proficiency of 65 or greater On the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the

highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

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

For 6th grade: School-wide student achievement on the ELA and Math Assessment, as measured by percentage of students scoring levels 3 and 4. The percentage of students who achieve mastery and proficiency on the NYS assessments is below the percentage achieved on the previous year's assessment.  
 For 7th and 8th grade: 0-49% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS 6th grade ELA Assessment
7	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Living Environment Regents
8	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents

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

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

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

For 6th grade: All 6th grade social studies teachers will have their 20% local measures HEDI score determined by the extent to which they reach the following target: School-wide measure of student achievement: Increase the number of students scoring at levels 3 and 4 in the previous academic year on NYS ELA assessments by 5 percentage points.  
 For 7th and 8th grade: The percentage of students school-wide achieving Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student

gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents.

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

For 6th grade: School-wide student achievement exceeds or far exceeds the targeted 5 percentage point increase in students scoring levels 3 and 4 in the previous academic year on the NYS ELA assessments.

For 7th and 8th grade: 85-100% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

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

For 6th grade: School-wide student achievement on the ELA Assessment, as measured by percentage of students scoring levels 3 and 4 in the previous academic year, increases 3 - 5 percentage points.

For 7th and 8th grade: 65-84%% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents.

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

For 6th grade: School-wide student achievement on the ELA Assessment, as measured by percentage of students scoring levels 3 and 4 in the previous academic year, increases 0 - 2.9.

For 7th and 8th grade: 50-64% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

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

For 6th grade: School-wide student achievement on the ELA Assessment, as measured by percentage of students scoring levels 3 and 4 in the previous academic year. The percentage of students who achieve mastery and proficiency on the NYS ELA Assessment is below the percentage achieved on the prior year's assessment. .

For 7th and 8th grade: 0-49% of students achieved Proficiency of 65 or greater On the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents , NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
American History	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents ,and NYS Living Environment Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be assigned HEDI points based on the percentage of students school-wide achieving Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	50-64% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents

grade/subject.	and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Physics	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The percentage of students school-wide achieving Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the
---	---

	highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents

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

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

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The percentage of students school-wide achieving Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85-100% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-84% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-64% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-49% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents</p>

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment 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.	The percentage of students school-wide achieving Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-64% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

### 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 7-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Music 7-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Physical Education 7-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Health 7-12	6(ii) School wide measure computed locally	EnNYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Home and Careers 7-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Technology 7-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
LOTE 7-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common

		Core Algebra Regents, and NYS Living Environment Regents
Business 7-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Special Education 7-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Library Media 7-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment Regents
Special Education K-6	6(ii) School wide measure computed locally	NYS Grades 3-6 ELA and Math Assessments
Library Media K-6	6(ii) School wide measure computed locally	NYS Grades 3-6 ELA and Math Assessments
Physical Education K-6	5) District/regional/BOCES–developed	Morrisville-Eaton Developed Grade-specific Physical Education Assessment
Fine Arts K-6	5) District/regional/BOCES–developed	Morrisville-Eaton Developed Grade-specific Fine Arts Assessment

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

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

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

For K - 6 Special Education and Library: School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS ELA assessments from the previous academic year by 5 percentage points.  
K-6 Fine Arts (Art and Vocal Music) and Physical Education: The percentage of students who achieve proficiency or higher on the locally developed assessments during the previous academic year increases by 5 percentage points.  
In art, proficiency is based on a rubric at each grade level. The initial proficiency score is 6 out of 24 points, the June proficiency score is 18.  
In vocal music, students take a diagnostic assessment in September at each grade level. Proficiency in September and June is set at 80% correct.  
In physical education, students are scored based on specific skills. For example, 4th, 5th, and 6th grade students are scored on a Pacer test, the number of curl-ups, and number of sit-ups they are able to do. Proficiency determined based on the

Fitnessgram.  
7-12: The percentage of students school-wide achieving Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents  
HEDI points will be awarded using the chart uploaded in 3.13

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

For K - 6 Special Education and Library: School-wide measure of student achievement: Increase students scoring at levels 3 and 4 from the previous academic year on NYS ELA assessments by more than 5 percentage points.  
K-6 Fine Arts and Physical Education: The percentage of students who achieve proficiency or higher on the locally developed assessments increases by more than 5 percentage points.  
7-12: 85-100% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

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

For K - 6 Special Education and Library: School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS ELA assessments during the previous academic year by 3 - 5 percentage points.  
K-6 Fine Arts and Physical Education: The percentage of students who achieve proficiency or higher on the locally developed assessments increases by 3 - 5 percentage points from the previous academic year .  
7-12: 65-84% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

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

For K - 6 Special Education and Library: School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS ELA assessments during the previous academic year by 0 - 2.99 percentage points.  
K-6 Fine Arts and Physical Education: The percentage of students who achieve proficiency or higher on the locally developed assessments from from the previous academic year increases by 0 - 2.99 percentage points.  
For 7-12: 50-64% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

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

For K - 6 Special Education and Library: School-wide measure of student achievement: Percentage of students scoring at levels

grade/subject.

3 and 4 during the previous academic year on NYS ELA is below the percentage achieved during the previous academic year.  
K-6 Fine Arts and Physical Education: The percentage of students who achieve proficiency or higher in June on the locally developed assessment is below the percentage achieved from the previous academic year.  
For 7-12: 0-49% of students achieved Proficiency of 65 or greater on the NY State Regents exams in NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (using the Regents on which each student gets the highest score as that student's assessment ), NYS Living Environment Regents, NYS Global History Regents, NYS Comprehensive English Regents, and NYS United States History and Government Regents

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/12149/589026-y92vNseFa4/3.12 HEDI adj\_1.docx

### 3.14) Locally Developed Controls

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

Not applicable

### 3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

HEDI scores on individual measures will be averaged (weighted per the number of students) to arrive at a single subcomponent HEDI category and score. Normal rounding rules will apply and in no event will a teacher's HEDI score change as a result of rounding.

### 3.16) Assurances

Please check all of the boxes below:

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

Checked

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, September 19, 2013

---

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

(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?

No

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

All other teachers except Teacher on Special Assignment

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

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 )

assets/survey-uploads/12179/589027-2UoxI2HPmn/APPR Form4\_2\_PointsWithinOtherMeasures.doc

### 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.

I. Procedure: Add up the scores achieved in each domain of all sixty (60) subcomponents of a teacher's job performance. The total is the score or number of points achieved. Each of the subcomponents is worth one point. There are 60 subcomponents. Scores are determined as follows and normal rules of rounding apply:  
 A rating of "Highly Effective" (4) = a score of 1  
 A rating of "Effective" (3) = a score of .75

A rating of “Improvement Necessary” (2) = a score of .50

A rating of “Does Not Meet Standards” (1) = a score of 0.0

The sixty points are comprised of 50 that are directly related to teacher observation. Teachers address the 10 other points through presenting evidence to their building principal. The ten points will be assigned using the 0 - 1 scale for each subcomponent. All are encompassed within the 60 point Marshall Rubric, all of which are used to determine a teacher's HEDI rating. Observations are recorded with overall scores assigned based on evidence from those observations. During each observation, each of the subcomponents observed is assigned a rating. Those ratings are then averaged at the end of the year to obtain the score for that subcomponent. For example, if a teacher would meet a level 4 on 3 mini - observations, a level 3 on 4 observations, and a level 2 on three others, the scores would be averaged resulting in an overall score of 3 in that subcomponent on the rubric. This would result in .75 points being awarded for that subcomponent. Where a rating is not a whole number, we will use normal rounding rules.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed NYS Teaching Standards. A HEDI score of 51-60
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet NYS Teaching Standards. A HEDI score of 40-50
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet NYS Teaching Standards. A HEDI score of 27-39
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet NYS Teaching Standards. A HEDI score of 0-26

Provide the ranges for the 60-point scoring bands.

Highly Effective	51-60
Effective	40 - 50
Developing	27 - 39
Ineffective	0-26

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	1
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

---

- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 12, 2013

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	51-60
Effective	40-50
Developing	27-39
Ineffective	0-26

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, September 19, 2013

---

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/589029-Df0w3Xx5v6/TIP format.doc](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

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:

#### APPEALING THE RESULTS OF THE ANNUAL PROFESSIONAL PERFORMANCE REVIEW

##### Who May Appeal?

Appeals shall be limited to those evaluations which have resulted in a rating of developing or ineffective for tenured teachers.

Page 2

##### On What Grounds May an Appeal Be Made?

1. Appeals shall be limited to:

- the substance of the annual professional performance review;
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
- the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
- the school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).

2. It is understood that the appeal process in no way limits the authority of the Board of Education and Superintendent regarding employment decisions of probationary employees. However, the district may only terminate a probationary teacher without regard to the APPR for statutorily and constitutionally permissible reasons other than the performance of the teacher, including but not limited to misconduct. It may also only terminate or deny tenure to a probationary teacher during the pendency of an APPR appeal where such determination does not rely upon the performance that is being appealed (the subject of the appeal.)

3. The burden of proof rests with the appealing party.

##### How Many Appeals May Be Filed?

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised within one appeal. Any issue not raised in the written appeal shall be deemed waived.

##### What is the Procedure for Making an Appeal?

###### Level 1: Appeal to Lead Evaluator

A teacher may appeal the annual evaluation to the appropriate Lead Evaluator within 12 school days of its receipt. The appeal shall be in writing and shall articulate in detail the basis of the appeal.

The Lead Evaluator shall hold an informal conference with the appealing teacher and render a written determination in response within 10 school days of receipt of the appeal.

###### Level 2: Appeal to Superintendent

If the issues of the appeal are not resolved through Level 1, the teacher may appeal to the Superintendent of Schools or his/her designee within 5 school days of receipt of the Lead Evaluator's determination. The appeal must be submitted in writing, and must include the Lead Evaluator's written determination. The Superintendent of Schools or his/her designee shall render a written determination in response within 10 school days of receipt of the appeal. In the event that the Superintendent was also the Lead Evaluator or played a significant role in the observation a superintendent from another Madison-Oneida BOCES component district, which is mutually agreed upon by the teacher and superintendent within 5 school days of the appeal will be selected to hear the appeal and render a decision within 10 days of receipt of the written appeal.

The determination of the Superintendent of Schools or his/her designee as to the substance of the annual professional performance review shall not be grievable, arbitrable, or reviewable in any other forum. The time frames referenced above may be extended by mutual agreement of the District and MEFA. Extensions will occur in the same intervals as listed above (e.g. an extension of selecting a regional Superintendent of Schools would be an additional 5 days). All steps and the resolution of the appeal shall occur in a timely and expeditious manner. Appeals of TIPs will follow the same procedures and time frames. This in no way diminishes employee rights as defined in Education Law 3020 and 3020A.

## 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.

The evaluators and lead evaluator (Superintendent) have participated and will participate in training updates at MOBOCES. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent made the recommendation for the Board of Education to certify each evaluator to conduct evaluations and will also make re-certification recommendation. The superintendent (lead evaluator) and the evaluators will continue working to build inter-rater reliability through observing the same lesson together and then meeting to discuss the ratings given. We have also (and will continue) attended workshops

with Kim Marshall. Training will address all nine of the elements found in 30-2.9b of the Regents rules. The in-district activities outlined and participation in regional meetings and trainings will be ongoing ( this training will be the equivalent of 35 hours per year ) , and documentation of training will continue in order for all evaluators to be re-certified each year. We will seek out additional opportunities through BOCES and other resources to continue to build this capacity.

## 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

## 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 Tuesday, August 13, 2013

## Page 1

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

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

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

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

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

K-6
7-12
(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)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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.	(No response)
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.

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, September 09, 2013

---

## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Grades 4, 5, and 6 ELA and Math State Assessments
7-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents, NYS Global History Regents, NYS United States History and Government Regents, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, and NYS Living Environment 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.*

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The locally selected measure for student achievement for K-6 Principal will be determined by calculating the % of students who reached level 2, 3, 4 on the ELA and Math state assessments respective to each building.</p> <p>The High School Principal's locally selected student achievement measure will be determined by calculating the total % of students reaching 65 or greater on the NY state Regents exams in Algebra, Living Environment, Global Studies, U.S. History and NYS Comprehensive English Regents. For the algebra Regents, the higher of the two scores will be used when calculating the principal's HEDI rating.</p> <p>Student populations for each exam will be weighted in accordance with the state recommended guidelines when</p>
--	---

determining the overall average. The table attached will be used when converting the total % of the student population who reached proficiency to the appropriate HEDI category.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The % of students who reached goal is 85-100

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The % of students who reached is 65-84

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

The % of students who reached is 50-64

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

The % of students who reached is 0-49

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/12190/589031-qBFVOWF7fC/8.1 HEDI.docx

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative

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

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

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

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

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

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.	Does not apply
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Does not apply
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Does not apply
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Does not apply
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Does not apply

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.

Does not apply

### 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 Thursday, September 19, 2013

---

## Page 1

### 9.1) Principal Practice Rubric

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

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

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.

I. Procedure: Add up the scores achieved in each domain of all sixty (60) subcomponents of a principal's job performance. The total is the score or number of points achieved. Each of the subcomponents is worth one point. There are 60 subcomponents. Scores are determined as follows and normal rules of rounding apply:

A rating of "Highly Effective" (4) = a score of 1

A rating of "Effective" (3) = a score of .75

A rating of "Improvement Necessary" (2) = a score of .50

A rating of "Does Not Meet Standards" (1) = a score of 0.0

The sixty points are comprised of 50 that are directly related to principal observation/school visits. Principals address the 10 other points through presenting evidence to their Superintendent. The same 0-1 scale will be used when calculating the scale for each subcomponent. All are encompassed within the 60 point Marshall Rubric, all of which are used to determine a principal's HEDI rating. Observations are recorded with overall scores assigned based on evidence from those observations. For each observation, all observed subcomponents will be rated. At the end of the year, all ratings will be averaged to determine the score for the subcomponent. For example, if a principal would meet a level 4 on 3 mini - observations (visits), a level 3 on 4 observations, and a level 2 on three others, the scores would be averaged resulting in an overall score of 3 in that component on the rubric. This would result in .75 points being awarded for that component. Where the 1-4 rating is not a whole number, normal rounding rules will apply.

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

assets/survey-uploads/12205/589032-pMADJ4gk6R/Principal Evaluation Rubrics 9.7.doc

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

assigned.

Highly Effective: Overall performance and results exceed standards.	See attachment. A HEDI score of 51-60 is highly effective.
Effective: Overall performance and results meet standards.	See attachment. A HEDI score of 41-50 is effective.
Developing: Overall performance and results need improvement in order to meet standards.	See attachment. A HEDI score of 31-40 is developing.
Ineffective: Overall performance and results do not meet standards.	See attachment. A HEDI score of 0-30 is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	51-60
Effective	41-50
Developing	31-40
Ineffective	0-30

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, August 28, 2013

---

## 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	51-60
Effective	41-50
Developing	31-40
Ineffective	0-30

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 Thursday, September 19, 2013

---

## 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/5276/182872-Df0w3Xx5v6/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:

1. Appeals of principal evaluations or PIPs must be made formally in writing within ten (10) business days of receipt of the completed evaluation/PIP. A principal may only appeal a rating of "developing" or "ineffective" on his/her overall rating. The appeal must include a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The burden of proof in an appeal remains with the principal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time of the appeal is filed shall not be considered.

2. Appeals may be made for the following reasons:

Page 2

a. Failure of the school district to adhere to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c.

b. Failure of the school to adhere to the Commissioner's regulations, as applicable to such reviews.

c. Failure of the school district to comply with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans.

d. Failure of the school district's issuance and/or implementation of the terms of the Principal improvement plan under Education Law 3012-c..

e. The substance of the annual professional performance review

3. A superintendent from another Madison-Oneida BOCES component district, will mutually agreed upon by the principal and superintendent within 5 school days of the appeal will be selected to hear the appeal and render a decision.

4. After reviewing the original evaluation/principal improvement plan and principal appeal, the superintendent selected to hear the appeal shall convene an informal hearing within 10 business days of receipt of the written appeal to allow all parties to be heard on the matter. The hearing shall be completed within 25 days of the receipt of the written appeal.

5. A final written decision on the merits of the appeal shall be rendered by the superintendent no later than thirty (30) business days from the date upon which the principal filed his/her appeal.

6. The superintendent's decision shall set forth the reason and factual basis for each determination on each of the specific issues raised in the principal's appeal.

7. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect or order a new evaluation if the procedures have been violated.

8. A copy of the decision shall be provided to the principal and the evaluator.

9. All principal evaluation appeal decisions shall be final. This shall not be considered a waiver of any other rights under any statutory or regulatory provisions.

10. All steps and the resolution of the appeal will occur in a timely and expeditious manner following the above guidelines.

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

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

The lead evaluator (Superintendent) and evaluators have participated and will participate in training updates at MOBOCES. Upon gathering ample documentation that the lead evaluator has been properly trained, the recommendation was made to the Board of Education to certify the lead evaluator to conduct evaluations. The Board will also make re-certification confirmation. The superintendent (lead evaluator) and other lead evaluators/evaluator (superintendents of other school districts in the MOBOCES) will continue working to build inter-rater reliability through observing the same building visit together and then meeting to discuss the ratings given ( this training will be the equivalent of 35 hours per year). The lead evaluator/evaluator has also (and will continue) attended workshops with Kim Marshall. Training will include all nine elements found in 30-2.9b of the Regents rules..

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

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 Friday, September 27, 2013

Updated Thursday, October 24, 2013

---

## 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/12158/665857-3Uqgn5g9Iu/appr oct24.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.

Growth measure HEDI – Percentage of Students Meeting SLO Goals 2.11

HIGHLY EFFECTIVE				EFFECTIVE								DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-90	89-85	84-82	81-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64-62	61-59	58-56	55-54	53-52	51-50	49-30	29-15	14-0

Growth measure HEDI – Percentage of Students Meeting SLO Goals – 25 point scale conversion from 20

HIGHLY EFFECTIVE				EFFECTIVE											DEVELOPING						INEFFECTIVE				
25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
20	19	19	18	17	16	16	15	14	13	12	12	11	10	10	9	8	7	7	6	5	4	3	2	1	0

HEDI for Percentage of Students Meeting Achievement Goals for those Teachers having a State Growth Model

15 points

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-85	84-81	80-77	76-73	72-69	68-67	66-65	64-62	61-59	58-56	55-53	52-50	49-30	29-15	14-0

HEDI for Median Student Growth Percentile

15 points

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-99	56-80	51-55	46-50	41-45	37-40	33-36	30-32	28-29	26-27	24-25	22-23	21	10-20	2-9	1

HEDI for Median Student Growth Percentile

20 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
85-99	71-84	56-70	52-55	48-51	44-47	41-43	40	37-39	34-36	32-33	30-31	28-29	26-27	24-25	23	22	21	10-20	2-9	1

HEDI for Percentage Increase in Score Levels 3 and 4 on NYS Assessments and Proficiency Levels on District-Developed Assessments

20 Points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
11+	10.99-8	7.99-5.01	5.0-4.8	4.79-4.6	4.59-4.4	4.39-4.1	4.09-3.8	3.79-3.6	3.59-3.4	3.39-3.2	3.19-3.0	2.5-2.99	2.01-2.49	1.5-2.0	1.01-1.49	.50-1	.49-0	< 0 -2	<-2--5	< -5

HEDI for Percentage of Students Meeting Achievement Goals

15 points

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-85	84-81	80-77	76-73	72-69	68-67	66-65	64-62	61-59	58-56	55-53	52-50	49-30	29-15	14-0

HEDI for Percentage of Students Meeting Achievement Goals

20 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-90	89-85	84-82	81-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64-62	61-59	58-56	55-54	53-52	51-50	49-30	29-15	14-0

#### Form 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.

#### For Teacher on Special Assignment

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] <b><i>These will be observations conducted as the teacher on special assignment conducts her work.</i></b>	50
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	10

All points earned per subcomponent on the Marshall Rubric will be totaled. If the teacher has less than 60 subcomponents evaluated (in this case, a teacher on special assignment) their score will be prorated to fit a 60 point range based on the following:

$$(\# \text{ of points earned})/(\# \text{ of points evaluated})= x/60$$

where x = the score to be added with the scores on the remaining 40 points to determine the appropriate HEDI band (calculated by the total/100).

Teacher\_\_\_\_\_

Area in Need of Improvement

Specific improvement needed	What teacher will do to improve	Evidence of improvement	Timeline for improvement	Resources available for teacher	Other

Administrator\_\_\_\_\_

Employee\_\_\_\_\_

Date\_\_\_\_\_

Signature does not necessarily signify agreement, but only that the review form has been read and discussed.

cc: Personnel file

HEDI for Percentage of Students Meeting Achievement Goals for Principals (Used until 2014-2015 when Value-Added model is implemented)

20 points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-90	89-85	84-82	81-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64-62	61-59	58-56	55-54	53-52	51-50	49-30	29-15	14-0

HEDI for Percentage of Students Meeting Achievement Goals for Principals

15 Points

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-85	84-81	80-77	76-73	72-69	68-67	66-65	64-62	61-59	58-56	55-53	52-50	49-30	29-15	14-0

**Principal Evaluation Rubrics - Kim Marshall**

Procedure: Add up the scores achieved in each domain of all sixty (60) subcomponents of a principal's job performance based on the Score Points table below:

**Score Points :**

A rating of "Highly Effective" (4) = a score of 1

A rating of "Effective" (3) = a score of .75

A rating of "Improvement Necessary" (2) = a score of .50

A rating of "Does Not Meet Standards" (1) = a score of 0.0

Rubric Points Earned - HEDI Rating

---

51-60 - Highly Effective

41-50 - Effective

31-40 - Developing

0-30 - Ineffective

---

\*Points earned are the same as the rubric points.

## **SECTION V: IMPROVEMENT PLAN**

### **Morrisville-Eaton Central School District**

#### **Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal:

Area in Need of Improvement:

Specific improvement needed	What principal will do to improve	Evidence of improvement	Timeline for improvement	Resources available for principal	Other
Comments:					

Specific improvement needed	What principal will do to improve	Evidence of improvement	Timeline for improvement	Resources available for principal	Other
Comments:					

Area in Need of Improvement:

Specific improvement needed	What principal will do to improve	Evidence of improvement	Timeline for improvement	Resources available for principal	Other
Comments:					

Administrator \_\_\_\_\_

Principal \_\_\_\_\_

Date \_\_\_\_\_

Signature does not necessarily signify agreement, but only that the review form has been read and discussed.

cc: Personnel file

**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:

*Michael A. Deane*      10/24/13

Teachers Union President Signature:      Date:

*Tom Crater* 10/24/13

Administrative Union President Signature:      Date:

*No administrative union for district*

Board of Education President Signature:      Date:

*Janez A. Gross* 10/24/13