



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

Commissioner of Education
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November 21, 2012

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

Dear Superintendent Drahos:

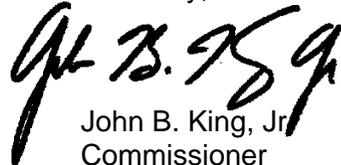
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Jacklin Starks

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, September 10, 2012
Updated Thursday, November 15, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, September 10, 2012

Updated Monday, November 19, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Morrisville-Eaton Kindergarten ELA Assessment
1	State-approved 3rd party assessment	AIMS Web Reading 1st Grade Reading Assessment
2	State-approved 3rd party assessment	AIMS Web Reading 2nd Grade Reading Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning.
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.
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.
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.
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.

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 Kindergarten Math Assessment
1	State-approved 3rd party assessment	AIMS Web Math
2	State-approved 3rd party assessment	AIMS Web Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in 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 assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning.
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.
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.

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.
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.

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 Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Morrisville-Eaton 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning.
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.
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.
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.
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.

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
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6	District, regional or BOCES-developed assessment	Morrisville-Eaton Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Morrisville-Eaton Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Morrisville-Eaton 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning.
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.
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth.
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.
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.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global History Regents Assessment
	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning.
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.
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth.
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.
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.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning.
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.

Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth.
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.
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.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning.
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.
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth.
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.
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.

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	State ELA Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	State ELA Regents Assessment
Grade 11 ELA	Regents assessment	State ELA Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning.
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.
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth.
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.
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.

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 and ELA Regents
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	District Developed grade specific elementary art assessment
Physical Education K-6	District, Regional or BOCES-developed	District Developed grade specific elementary physical education assessment
Music K-6	District, Regional or BOCES-developed	District Developed grade specific elementary music assessment
All other courses not covered above	School/BOCES-wide/group/team results based on State	State 7/8 and ELA Regents Assessment
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/team results based on State	NYS Grades 4-6 ELA and Math Assessments
AIS K-6	School/BOCES-wide/group/team 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning.
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. 85% or more of students meet expectations described in SLO(s).
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% of students meet expectations described in SLO(s).
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% of students meet expectations described in SLO(s).

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% of students meet expectations described in SLO(s).

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/174237-TXEttx9bQW/Growth measure HEDI.docx

2.12) Locally Developed Controls

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

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

Not applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	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	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
8	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and 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).
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	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	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
8	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and 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).
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 are at levels 2, 3, or 4 on the NYS Math Assessment
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	Morrisville-Eaton Kindergarten Reading Assessment
1	7) Student Learning Objectives	AIMS Web Grade 1 Reading Assessment and Morrisville-Eaton 1st Grade Reading Assessment
2	7) Student Learning Objectives	AIMS Web 2nd Grade Reading Assessment and Morrisville-Eaton 2nd Grade Reading Assessment
3	7) Student Learning Objectives	AIMS Web 3rd Grade Reading Assessment and Morrisville-Eaton 3rd Grade Reading Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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. The percentage of students who are currently at the mastery or proficiency level will be calculated. Teachers will then set class targets that reflect an increase of 5 points in the percentage of students achieving mastery and proficiency. The percentage increase of students reaching mastery or proficiency will then be converted to a 20 point scale.(HEDI chart 3)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students who achieve mastery and proficiency 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.	The percentage of students who achieve mastery and proficiency 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.	The percentage of students who achieve mastery and proficiency 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.	The percentage of students who achieve mastery and proficiency on the locally developed assessments decreases.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	Morrisville-Eaton Kindergarten Math Assessment
1	7) Student Learning Objectives	AIMS Web 1st Grade Math Assessment and Morrisville-Eaton 1st Grade Math Assessment
2	7) Student Learning Objectives	AIMS Web 2nd Grade Math Assessment and Morrisville-Eaton 2nd Grade Math Assessment
3	7) Student Learning Objectives	AIMS Web 3rd Grade Math Assessment and Morrisville-Eaton 3rd Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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. The percentage of students who are currently at the mastery or proficiency level will be calculated. Teachers will then set targets that reflect an increase in the percentage of students achieving mastery and proficiency of at least 5 points. The percentage increase of students reaching mastery or proficiency will then be converted to a 20 point scale.(HEDI chart 3)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students who achieve mastery and proficiency 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.	The percentage of students who achieve mastery and proficiency 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.	The percentage of students who achieve mastery and proficiency 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.	The percentage of students who achieve mastery and proficiency on the locally developed assessments decreases.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS 6th grade ELA and Math Assessment
7	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
8	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and 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 students scoring at levels 3 and 4 on NYS ELA and Math assessments by 5 percentage points. For 7th and 8th grade: The percentage of students achieving Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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, decreases. For 7th and 8th grade: 0-49% of students achieved Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS 6th grade ELA Assessment
7	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
8	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and 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 students scoring at levels 3 and 4 on NYS ELA assessments by 5 percentage points. For 7th and 8th grade: The percentage of students achieving Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 assessments. For 7th and 8th grade: 85-100% of students achieved Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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, 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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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, 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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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, decreases. For 7th and 8th grade: 0-54% of students achieved Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.

3.8) High School Social Studies

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

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

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

American History	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
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For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The percentage of students achieving Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Earth Science	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Chemistry	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Physics	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and 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 achieving Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.

3.10) High School Math

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

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

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

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 achieving Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History..
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Grade 10 ELA	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Grade 11 ELA	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and 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.

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 achieving Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.

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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.

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	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Music 7-12	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Physical Education 7-12	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Health 7-12	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Home and Careers 7-12	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Technology 7-12	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
LOTE 7-12	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Business 7-12	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Special Education 7-12	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and Living Environment Regents
Library Media 7-12	6(ii) School wide measure computed locally	English Language Arts, Global History, United States History and Government, Algebra, and 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–devel ped	Morrisville-Eaton Grade-specific Physical EducationAssessment
Fine Arts K-6	5) District/regional/BOCES–devel ped	Morrisville-Eaton 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.

<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>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 by 5 percentage points. K-6 Fine Arts and Physical Education: The percentage of students who achieve mastery and proficiency on the locally developed assessments increases by 5 percentage points. 7-12: The percentage of students achieving Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.</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>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 by more than 5 percentage points. K-6 Fine Arts and Physical Education: The percentage of students who achieve mastery and proficiency 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 Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>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 by 3 - 5 percentage points. K-6 Fine Arts and Physical Education: The percentage of students who achieve mastery and proficiency on the locally developed assessments increases by 3 - 5 percentage points. 7-12: 65-84% of students achieved Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.</p>

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 by 0 - 2.9 percentage points.
7-12: 50-64% of students achieved Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.
K-6 Fine Arts and Physical Education: The percentage of students who achieve mastery and proficiency on the locally developed assessments increases by 0 - 2.9 percentage points.
For 7-12: 50-64% of students achieved Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.

Ineffective (0 - 2 points) Results are well 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: Percentage of students scoring at levels 3 and 4 on NYS ELA assessments decreases.
K-6 Fine Arts and Physical Education: The percentage of students who achieve mastery and proficiency on the locally developed assessments decreases.
For 7-12: 0-49% of students achieved Proficiency of 65 or greater On the NY State Regents exams in Integrated Algebra, Living Environment, Global History, ELA, and U.S. History.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/174398-y92vNseFa4/3.12 HEDI_2.docx

3.14) Locally Developed Controls

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

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.

Scores on individual SLO's will be averaged (weighted per the number of students) to arrive at a single subcomponent HEDI category and score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

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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 (e.g., "probationary teachers"):

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)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	10

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

assets/survey-uploads/5091/174356-2UoxI2HPmn/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) aspects of a teacher's job performance. The total is the score or number of points achieved. 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*

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. See attachment.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet NYS Teaching Standards. See attachment.
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. See attachment.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet NYS Teaching Standards. See attachment.

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)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/174370-Df0w3Xx5v6/TIP Template.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.

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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.

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.

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. This in no way diminishes employee rights as defined in Education Law 3020 and 3020A. Furthermore, 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.)

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be recertified each year. Through bi-monthly meetings with the superintendent, the lead evaluators will continue working to build inter-rater reliability. We will seek out additional opportunities through BOCES and other resources to continue to build this.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, September 10, 2012
Updated Wednesday, November 14, 2012

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

7.4) Special Considerations for Comparable Growth Measures

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

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

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

(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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Monday, September 10, 2012

Updated Wednesday, November 14, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-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	English Language Arts, Global History, United States History and Government, Algebra, and 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.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<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 ELA 11.</p> <p>Student populations for each exam will be weighted in accordance with the state recommended guidelines when 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.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or	The % of students who reached goal is 85-100

achievement for grade/subject.	
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/5366/174389-qBFVOWF7fC/HEDI_principal.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

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

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

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

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

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

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

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

with high school grades

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

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

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

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

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

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

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 Monday, September 10, 2012

Updated Wednesday, November 14, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

*I. Procedure: Add up the scores achieved in each domain of all sixty (60) aspects of a principal's job performance. The total is the score or number of points achieved. 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
 All points earned per aspect on the Marshall Rubric will be totaled. The score to be added with the scores on the remaining 40 points to determine the appropriate HEDI band (calculated by the total/100).*

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

assets/survey-uploads/5143/174391-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
Effective: Overall performance and results meet standards.	See attachment
Developing: Overall performance and results need improvement in order to meet standards.	See attachment
Ineffective: Overall performance and results do not meet standards.	See attachment

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)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, September 27, 2012
Updated Wednesday, November 14, 2012

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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/182872-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 must be made formally in writing within ten (10) business days of receipt of the completed evaluation. 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.

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.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be recertified each year. Through bi-monthly meetings with the superintendent, the lead evaluators will continue working to build inter-rater reliability. We will seek out additional opportunities through BOCES and other resources to continue to build this.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, October 11, 2012

Updated Tuesday, November 20, 2012

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

<assets/survey-uploads/5581/193764-3Uqgn5g9Iu/doc20121120094721.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

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] <i>These will be observations conducted as the teacher on special assignment conducts her work.</i>	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 aspect on the Marshall Rubric will be totaled. If the teacher has less than 60 aspects 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).

HEDI for Local Component of Principal Evaluation

Percent of students scoring at levels 2, 3, and 4 combined

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-90	89-86	85-81	80-76	75-71	70-66	65-60	59-58	57-56	55-54	53-52	51-50	49-40	39-30	≤29

Principal Evaluation Rubrics - Kim Marshall

Procedure: Add up the scores achieved in each domain of all sixty (60) aspects 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.

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 Percentage of Students Meeting Achievement Goals for those Teachers not having a State Growth Model

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

HEDI for Percentage Increase in Score Levels 3 and 4 on NYS or achieving mastery or proficiency on locally-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	2.99-2.5	2.49-2.0	1.99-1.5	1.49-1.0	.99-.50	.49-0	< 0 - -2	> -2 - -5	> -5

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

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

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

I understand the expectation set forth in the Teacher Improvement Plan _____

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 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, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 11/20/2012

Michael E. Drake

Teachers Union President Signature: Date: 11/20/2012

Joan McArthur

Administrative Union President Signature: Date:

Does not apply *No Administrative Unit* *NAU*

Board of Education President Signature: Date:

Marion Whitley 11-20-2012