



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

Acting Commissioner of Education
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April 24, 2015

Revised

Robert Service, Interim Superintendent
Mount Markham Central School District
500 Fairground Road
West Winfield, NY 13491

Dear Superintendent Service:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Mark Vivacqua

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, January 09, 2015

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 212001040000

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

212001040000

1.2) School District Name: MOUNT MARKHAM CSD

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

MOUNT MARKHAM CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 04/01/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

- District-determined assessments from list of State-approved 3rd party assessments; or
- District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

- State assessments, *required if one exists*
- List of State-approved 3rd party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Early Literacy
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Early Literacy
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Reading

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.determined growth target for the SLO.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Mount Markham CSD District- developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Mount Markham CSD District- developed 1st Grade Math assessment
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.determined growth target for the SLO.

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	HFHO/Oswego BOCES -developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES-developed 7th gr. science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES-developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Mount Markham CSD District- developed 7th grade Social Studies assessment
8	District, regional or BOCES-developed assessment	Mount Markham CSD District -developed 8th grade social studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating

category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Global 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. Teachers of Global I will receive HEDI points based upon the percentage of students school-wide meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.

Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.determined growth target for the SLO.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. 2005 Standards Geometry and Common Core Geometry Regents Assessments will be utilized and the higher of the two scores will be used. All eligible students will be utilizing the Common Core Algebra Regents Exam.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents 11
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents 11
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents 11

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

assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. For courses using a school-wide measure, HEDI scores based on the percent of students school-wide reaching the growth targets. For the 2014-2015 school year, only the Comprehensive English Regents will be used. In the future, when both the Common Core Regents Exam and the 2005 Standards Exams are offered at the district, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in The work of the teacher results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.

2.10) All Other Courses

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

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

	Course(s) or Subject(s)	Option	Assessment
	Elem. Art K-4	District, Regional or BOCES-developed	Mount Markham CSD District-developed grades K-4 art assessment
	Art 5-8	District, Regional or BOCES-developed	Mount Markham CSD District-developed grades 5-8 art assessment
	PE K-4	District, Regional or BOCES-developed	Mount Markham CSD District-developed grades K-4 PE assessment

	PE 5-8	District, Regional or BOCES-developed	Mount Markham CSD District-developed grades 5-8 PE assessment
	PE 9-12	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents Assessment
	Art 9-12	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents Assessment
	Music K-4	District, Regional or BOCES-developed	Mount Markham CSD District - developed grades K-4 music assessment
	Music 5-8	District, Regional or BOCES-developed	Mount Markham CSD District - developed grades 5-8 music assessment
	Music 9-12	District, Regional or BOCES-developed	Mount Markham CSD District - developed 9-12 grade music assessment
	Participation in Government	School/BOCES-wide/group/team results based on State	NYS US History Regents
	Economics	School/BOCES-wide/group/team results based on State	NYS US History Regents
	Health-grade 9-12	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents Assessment
	Health 8	District, Regional or BOCES-developed	Mount Markham CSD District - developed 8th grade Health assessment
	Technology 7-8	District, Regional or BOCES-developed	HFHO/Oswego BOCES - developed grades 7-8 technology assessment
	Technology 9-12	District, Regional or BOCES-developed	Mount Markham CSD District - developed grades 9-12 technology assessment
	Family Consumer Science 7-8	District, Regional or BOCES-developed	HFHO/Oswego BOCES-developed grade 7 & 8 FACS assessment
	Family Consumer Science 9-12	District, Regional or BOCES-developed	Mount Markham CSD District - developed grades 9-12 Family Consumer assessment
	LOTE Spanish 7-8	District, Regional or BOCES-developed	Mount Markham CSD District - developed grades 7-8 Spanish assessment grade 7/8
	LOTE French 7-8	District, Regional or BOCES-developed	Mount Markham CSD District - developed Grades 7-8 French assessment 7/8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. For any courses utilizing a school wide measure, teachers will receive a HEIDI score based on percentage of students school wide meeting their targets. For the 2014-2015 school year, only the Comprehensive English Regents will be used. In the future, when both the Common Core Regents Exam and the 2005 Standards Exams are offered at the district, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.

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. \(MS Word\)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/789753-avH4IQNZMh/36873418-36873418-Form2_10_AllOtherCourses_May6_1.doc

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/789753-TXEttx9bQW/HEDI_band_2.11.docx

2.12) Locally Developed Controls

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

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

None

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading
5	6(ii) School wide measure computed locally	STAR Reading
6	6(ii) School wide measure computed locally	STAR Reading
7	6(ii) School wide measure computed locally	STAR Reading
8	6(ii) School wide measure computed locally	STAR Reading

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students reaching the targets will result in a HEDI score for the applicable teachers. Applicable teachers will receive a HEDI score based on all students taking the STAR Reading or Math assessment in the building.</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 81-100 percent of students meet the school determined achievement target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 57-80 percent of students meet the school determined achievement target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 31-56 percent of students meet the school determined achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in academic student achievement that is well below the school determined achievement target; 0-30 percent of students meet the school determined achievement target.

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students reaching the targets will result in a HEDI score for the applicable teachers. Applicable teachers will receive a HEDI score based on all students taking the STAR Reading or Math assessment in the building.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 81-100 percent of students meet the school determined achievement target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	The work of the teacher results in student academic achievement that meets the school determined achievement target; 57-80

grade/subject.	percent of students meet the school determined achievement target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 31-56 percent of students meet the school determined achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in academic student achievement that is well below the school determined achievement target; 0-30 percent of students meet the school determined achievement target.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/789754-rhJdBgDruP/ACHIEVEMENT APRIL.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy
1	6(ii) School-wide measure computed locally	STAR Early Literacy
2	6(ii) School-wide measure computed locally	STAR Reading
3	6(ii) School-wide measure computed locally	STAR Reading

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.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students reaching the targets will result in a HEDI score for the applicable teachers. Applicable teachers will receive a HEDI score based on K-3 students taking the STAR Early Literacy or STAR Reading assessment in the building.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 81-100 percent of students meet the school determined achievement target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 57-80 percent of students meet the school determined achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 31-56 percent of students meet the school determined achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	The work of the teacher results in student academic achievement that is well below the school determined achievement target ;

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy
1	6(ii) School-wide measure computed locally	STAR Early Literacy
2	6(ii) School-wide measure computed locally	STAR Math
3	6(ii) School-wide measure computed locally	STAR Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students reaching the targets will result in a HEDI score for the applicable teachers. Applicable teachers will receive a HEDI score based on K-3 students taking the STAR Early Literacy or STAR Math assessment in the building.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 81-100 percent of students meet the school determined achievement target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that meets the school determined achievement target; 57-80 percent of students meet the school determined achievement target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined achievement target; 31-56 percent of students meet the school determined achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-30 percent of students meet the school determined achievement target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading/Math
7	6(ii) School wide measure computed locally	STAR Reading/Math
8	6(ii) School wide measure computed locally	STAR Reading/Math

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students reaching the targets will result in a HEDI score for the applicable teachers. Applicable teachers will receive a HEDI score based on all students taking the STAR Reading/Math assessment in the building.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 81-100 percent of students meet the school determined achievement target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 57-80 percent of students meet the school determined achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 31-56 percent of students meet the school determined achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-30 percent of students meet the school determined achievement target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading/Math
7	6(ii) School wide measure computed locally	STAR Reading/Math
8	6(ii) School wide measure computed locally	STAR Reading/Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students reaching the targets will result in a HEDI score for the applicable teachers. Applicable teachers will receive a HEDI score based on all students taking the STAR Reading/Math assessment in the building.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 81-100 percent of students meet the school determined achievement target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 57-80 percent of students meet the school determined achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 31-56 percent of students meet the school determined achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-30 percent of students meet the school determined achievement target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/ NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Regents Assessment, NYS Living Environment Regents Assessment
Global 2	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/ NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Regents Assessment, NYS Living Environment Regents Assessment
American History	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/ NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common

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.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students school wide reaching the target of 65 or higher (55 or higher for identified Special Education students) will result in a HEDI score for the teachers. For the 2014-2015 school year, only the Comprehensive English Regents will be used. In the future, when both the Common Core Regents Exam and the 2005 Standards Exams are offered at the district, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Highly Effective: 81-100% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Effective: 57-80% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Developing: 31-56% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Ineffective: 0-30% of students pass identified Regents exams. Passing is identified as per NYS Regents rules

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/ NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Regents Assessment, NYS Living Environment Regents Assessment

Earth Science	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/ NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Regents Assessment, NYS Living Environment Regents Assessment
Chemistry	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/ NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Regents Assessment, NYS Living Environment Regents Assessment
Physics	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/ NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Regents Assessment, NYS Living Environment Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students school wide reaching the target of 65 or higher (55 or higher for identified Special Education students) will result in a HEDI score for the teachers. For the 2014-2015 school year, only the Comprehensive English Regents will be used. In the future, when both the Common Core Regents Exam and the 2005 Standards Exams are offered at the district, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Highly Effective: 81-100% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Effective: 57-80% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Developing: 31-56% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Ineffective: 0-30% of students pass identified Regents exams. Passing is identified as per NYS Regents rules.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/ NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Regents Assessment, NYS Living Environment Regents Assessment
Geometry	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/ NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Regents Assessment, NYS Living Environment Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students school wide reaching the target of 65 or higher (55 or higher for identified Special Education students) will result in a HEDI score for the teachers. For the 2014-2015 school year, only the Comprehensive English Regents will be used. In the future, when both the Common Core Regents Exam and the 2005 Standards Exams are offered at the district, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Highly Effective: 81-100% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	o Effective: 57-80% of students pass identified Regents exams. Passing is identified as per NYS Regents rules

grade/subject.

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

o Developing: 31-56% of students pass identified Regents exams. Passing is identified as per NYS Regents rules

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

o Ineffective: 0-30% of students pass identified Regents exams. Passing is identified as per NYS Regents rules

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment

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

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

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

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

Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students school wide reaching the target of 65 or higher (55 or higher for identified Special Education students) will result in a HEDI score for the teachers. For the 2014-2015 school year, only the Comprehensive English Regents will be used. In the future, when both the Common Core Regents Exam and the

2005 Standards Exams are offered at the district, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Highly Effective: 81-100% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Effective: 57-80% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Developing: 31-56% of students pass identified Regents exams. Passing is identified as per NYS Regents rules
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Ineffective: 0-30% of students pass identified Regents exams. Passing is identified as per NYS Regents rules

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art 9-12	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
Music 9-12	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
PE 9-12	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
Participation in Govt.	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
Economics	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents

		Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
Health 10	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
Technology 9-12	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
Family Consumer Science 9-12	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
LOTE 9-11 Spanish	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
LOTE 9 French	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
LOTE 7-8 Spanish	6(ii) School wide measure computed locally	STAR Reading/Math
LOTE 10-11 French	6(ii) School wide measure computed locally	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Assessment, NYS Living Environment Regents Assessment
LOTE 7-8 French	6(ii) School wide measure computed locally	STAR Reading/Math
Art 5-8	6(ii) School wide measure computed locally	STAR Reading/Math
Music 5-8	6(ii) School wide measure computed locally	STAR Reading/Math
PE 5-8	6(ii) School wide measure computed locally	STAR Reading/Math
Family Consumer Science 7-8	6(ii) School wide measure computed locally	STAR Reading/Math
Technology 7-8	6(ii) School wide measure computed locally	STAR Reading/Math
Health 8	6(ii) School wide measure computed locally	STAR Reading/Math

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the achievement target for each building. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students reaching the targets of the designated assessment(s) will result in a HEDI score for the teachers assigned to STAR Reading/Math. The percent of students school wide reaching the target of 65 or higher (55 or higher for identified Special Education students) will result in a HEDI score for the teachers assigned to the five designated Regents assessments. For the 2014-2015 school year, only the Comprehensive English Regents will be used. In the future, when both the Common Core Regents Exam and the 2005 Standards Exams are offered at the district, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	o Highly Effective: 81-100% of students pass identified Regents exams or meet targets on the STAR Reading/Math.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Effective: 57-80% of students pass identified Regents exams or meet targets on the STAR Reading/Math.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Developing: 31-56% of students pass identified Regents exams or meet targets on the STAR Reading/Math.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	o Ineffective: 0-30% of students pass identified Regents exams or meet targets on the STAR Reading/Math.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/789754-y92vNseFa4/ACHIEVEMENT HEDI.docx

3.14) Locally Developed Controls

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

NONE

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.

NONE

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, July 22, 2014

Page 1

4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric (2012 Edition)
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Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	48
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	12

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Rubric Score to Sub-Component Conversion Chart
(Appendix A)

Ineffective 0-40

1.0 0

1.1 10

1.2 20

1.3 30

1.4 40

Developing 41-56

1.5 41

1.6 42.6

1.7 44.2

1.8 45.8

1.9 47.5
2.0 49.2
2.1 50.9
2.2 52.6
2.3 54.3
2.4 56
Effective 57-58
2.5 57
2.6 57.1
2.7 57.2
2.8 57.3
2.9 57.4
3.0 57.5
3.1 57.6
3.2 57.7
3.3 57.8
3.4 58
Highly Effective 59-60
3.5 59.0
3.6 59.3
3.7 59.5
3.8 59.8
3.9 60.0
4.0 60.25 (round to 60)

Rounding rules:

Numbers ending in .01 to .4 are rounded down

Numbers ending in .5 and larger are rounded up unless it changes the overall HEDI composite rating

**Mount Markham Central School District
Flow Chart For Calculating Final APPR Score**

Step 1.) Add up points from Announced Observation and divide total points by 7 (number of standards) to get the average. Each standard will be scored from 1-4.

Step 2.) Using the (Rubric Score to Sub-Component Conversion Chart) from Appendix A- Use score from Step 1 to convert score to a numerical value from 0-60.

Step 3.) Use the converted numerical value (0-60) from Step 2, multiply that score by .73, this will give you your final calculated Announced Observation score.

Step 4.) Based on the unannounced observation form, teachers receive a score from 0-4. The review criteria will be based on New York State Teaching Standards 1 through 5 of the rubric.

Step 5.) To get your total composite score for the year you will have to add together your final calculated Announced Observation Score + Unannounced Observation Raw Score (max 4 points) + Binder Raw Score (12 points) + Local Score (Administrator will give this to you) + Growth Score (Given by the state)= Your Total Composite Score for the Year

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Highly Effective achievement target range, 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Effective achievement target range, 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within meets the district determined Developing achievement target range, 41-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Ineffective achievement target range, 0-40.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	41-56
Ineffective	0-40

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 21, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	41-56
Ineffective	0-40

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, February 26, 2015

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/789758-Df0w3Xx5v6/36873778-TEACHER IMPROVEMENT PLAN MAY9.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. APPR Subject to Appeal Procedure:

a. Any unit member aggrieved by an APPR rating of only "ineffective" or "developing" may challenge that APPR.

b. Unit members receiving an "effective" or "highly effective" rating may submit a written rebuttal that will be attached to their APPR in the teacher's personnel file.

c. In accordance with Education Law 3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in

evidence in any Education Law 3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

2. Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
- b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law 3012-c and applicable rules and regulations;
- c. The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- d. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law 3012-c.

3. Notification of the Appeal:

- a. A unit member may appeal an APPR on one or more of the grounds stated above, by submitting a written appeal to the supervisor who issued the APPR within 10 school days of the teacher's receipt of the APPR, and by providing a copy of the appeal to the Superintendent. A TIP must be appealed within 10 school days of failure to issue and/or implement the terms of the TIP. Failure to file the appeal within 10 school days is a waiver of the right to appeal the APPR and/or TIP.
- b. The written appeal must contain a detailed description of the ground (s) for the appeal, including the legal and/ or factual basis for the appeal, and a description of the relief requested. The appeal must also include a copy of the APPR being appealed. The written appeal may also include any documents or materials that the teacher believes should be considered in the appeal. Any documents, materials or information not submitted with the initial appeal will not be considered.
- c. Only one appeal may be filed regarding a particular APPR, and all grounds for appeal must be raised with specificity in that single appeal. Any grounds not raised are deemed to be waived.
- d. The teacher has the burden of showing a clear right to the relief requested.

4. Supervising Administrator's written Response to Appeal

- a. Within five (5) school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

5. Decisions on Appeal

- a. Copies of the teacher's appeal and the supervisor's response shall be provided by the Superintendent to each member of the Appeals Panel within two school days after the Superintendent's receipt of the supervisor's response. The Appeals Panel shall consist of three members appointed by the District and three members appointed by the Mount Markham Teachers Association (MMTA). Neither the Superintendent nor the lead evaluator of the teacher who has filed the appeal shall be a member of the Appeals Panel. The Appeals Panel shall issue a written decision on the merits of the appeal within 10 school days of their receipt of the supervisor's response. IF the appeal is granted, in whole or in part, the Appeals Panel shall have the power to modify a TIP, modify a rating, or order a new APPR. The decision will be provided to the teacher, the supervisor who issued the APPR and the Superintendent.
- b. In the event that there is no majority opinion of the Appeals Panel, the Superintendent will issue a written determination on the merits of the appeal within 10 school days of receipt of the Appeals Panel's written decision. If the Superintendent was responsible for making the final rating decision on the challenged APPR, the Board of Education shall appoint another person to break the tie in the Appeals Panel, and the Board's designee shall issue a written determination on the merits of the appeal within 10 school days of the issuance of the Appeals Panel's decision. The Superintendent's or Board's designee's written decision shall be provided to the teacher and the supervisor who issued the APPR. The Superintendent or the Board's designee shall have the same power as the Appeals Panel, as set forth above, if the appeal is granted in whole or in part.
- c. The decision on appeal whether made by a majority or the Appeals Panel, the Superintendent, or the Board's designee, shall be final, and shall not subject to any further appeal pursuant to the grievance procedure.
- d. The Mount Markham Teacher's Association and its members reserve the right to argue the merits of any evaluation in any disciplinary proceeding.

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

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

Lead evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES, who is also the HFHO BOCES Network Team Leader. In partnership with other members of the Staff/Curriculum Development Network (SCDN) across the

state, the leader provides training on all nine elements found in Section 30-2.9 (b) of the Regents Rules. All lead evaluators will be certified and re-certified by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES; said certification and recertification will be approved by the Mt. Markham Board of Education. The Assistant Superintendent will be responsible for ensuring inter-rater reliability and will monitor the observation cycles of all lead evaluators for consistency and alignment to the NYS Teaching Standards.

Certification training will consist of five days of training. Recertification training is three days.

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
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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,	Checked
--	---------

no later than the last school day of the school year for which the teacher or principal is being measured.	
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, February 03, 2015

Page 1

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

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

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

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

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

5-8
9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	Grade 4 ELA, Grade 4 Math, Grade 3 ELA, Grade 3 Math (NYS Assessments)
NA		NA

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may	For grade 4, the principal will receive a HEDI score from the State-provided growth score. For grade 3, based on the baseline
---	---

upload a table or graphic below.

data and subsequent goals for student growth, the principal and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. The grade 3 SLO score and the grade 4 State provided score will then be combined proportionately based upon the number of students within each measure to result in a final HEDI score.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).

The work of the principal results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

The work of the principal results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

The work of the principal does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.

Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).

The work of the principal results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.

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/12156/789759-lha0DogRNw/36873819-PRINCIPALHEDIMAYGROWTH.docx](#)

7.4) Special Considerations for Comparable Growth Measures

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

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

NONE

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

Checked

Growth Measures.	
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

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Updated Monday, February 23, 2015

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	STAR Reading/Math
9-12	(h) students' progress toward graduation	5 Regents exams, NYS Comprehensive English Regents Assessment/NYS Common Core ELA Regents Assessment, NYS Global Regents Assessment, NYS US History Regents Assessment, NYS Common Core Algebra Regents Assessment, NYS Living Environment Regents 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Based on the baseline data and subsequent goals for student achievement, the principal and superintendent will set the target for the building level. All targets must have lead evaluator approval. All HEDI criteria must be based on the district expectations as determined by the scoring band chart attached and described below. The percent of students reaching the targets on the STAR Reading/Math will result in HEDI scores for the 5-8 principal. The percent of students reaching the target of 65 or higher (55 or higher for identified Special Education students) will result in a HEDI score for the the 9-12 principal. For the 2014-2015 school year, only the Comprehensive English Regents will be used. In the future, when both the Common Core Regents Exam and the 2005 Standards Exams are offered at the district, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the</p>
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higher scores will be used for principal evaluations so long as permitted by SED.

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

The work of the principal results in student academic achievement that exceeds the school determined achievement target; 81-100 percent of students meet the school determined achievement target

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

The work of the principal results in student academic achievement that meets the school determined achievement target; 57-80 percent of students meet the school determined achievement target

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

The work of the principal does not result in academic student achievement that meets the school determined achievement target; 31-56 percent of students meet the school determined achievement target

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

The work of the principal does not result in academic student achievement that meets the school determined achievement target; 0-30 percent of students meet the school determined achievement target

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

(No response)

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

assets/survey-uploads/12190/789760-qBFVOWF7fC/36873819-PRINCIPALHEDIAPRIL.docx

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

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

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

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

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

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

level (e.g., Level 1, Level 2)

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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
K-4	(d) measures used by district for teacher evaluation	STAR Early Literacy/Reading/Math
NA		

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.	Based on the baseline data and subsequent goals for student growth, the principal and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic growth that exceeds the growth target; 81-100 percent of students meet the growth target for the SLO.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic growth that meets the growth target; 57-80 percent of students meet the growth target for the SLO.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal does not result in academic student growth that meets the growth target; 31-56 percent of students meet the growth target for the SLO.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic growth that is well below the growth target; 0-30 percent of students meet the growth target for the SLO.

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.

assets/survey-uploads/12190/789760-T8MIGWUVm1/36873819-PRINCIPALHEDIMAYGROWTH.docx

8.3) Locally Developed Controls

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

NONE

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.

N/A

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
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8.5) Assurances	Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances	Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances	Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances	Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances	Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances	If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances	Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances	Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances	Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

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Updated Thursday, February 26, 2015

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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.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See attached document.

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

<assets/survey-uploads/12205/789761-pMADJ4gk6R/9.7task.pdf>

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

Highly Effective: Overall performance and results exceed standards.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined Highly Effective achievement target of 60.
Effective: Overall performance and results meet standards.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined Effective achievement target of 59.
Developing: Overall performance and results need improvement in order to meet standards.	The work of the principal results in achievement of the ISLLC Standards falls within meets the district determined Developing achievement target of 58.
Ineffective: Overall performance and results do not meet standards.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined Ineffective achievement target range, 0-57.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60
Effective	59
Developing	58
Ineffective	0-57

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Friday, June 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	60
Effective	59
Developing	58
Ineffective	0-57

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

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

Overall
 Composite Score

Highly Effective
 22-25
 14-15
 Ranges determined locally--see above
 91-100

Effective
 10-21
 8-13
 75-90

Developing
 3-9
 3-7
 65-74

Ineffective
 0-2
 0-2
 0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/153300-Df0w3Xx5v6/Principal Improvement Plan.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:

Challenges in an appeal:

Appeals are limited to those identified by Education Law 3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school districts or board of cooperative educational services' adherence to the standards and methodologies required for such

reviews;

3. The adherence to the Commissioner's regulations, as applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
5. The school districts' of board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

Ratings that may be appealed:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

Prohibition against more than one appeal:

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

Burden of Proof:

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

Time Frame for Filing Appeal:

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement a component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. Such an extension will be timely and expeditious in accordance with education law 3012C.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional document or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Time Frame for District Response:

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

Decision Process For Appeal:

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

Decision:

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district's representative.

Exclusivity of section 3012-C Appeal Procedure:

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and

appeals related to a professional performance review and/ or improvement plan.

Other:

1. The district and bargaining unit for the principal shall maintain a list of no less than three) 3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
3. The district and unit agree that hearing officers shall be paid for the hearing date, analysis of documents and production of the decision. This cost shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.
6. The entire appeals process will not exceed fifty (50) days from the date when the principal files the first appeal of their performance review.

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

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

The principal evaluator is trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES, who is also the HFHO BOCES Network Team Leader. In partnership with other members of the Staff/Curriculum Development Network (SCDN) across the state, the leader provides training on all nine elements found in Section 30-2.9 (b) of the Regents Rules. The principal evaluator will be certified and re-certified by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES and then said certifications and recertifications will be approved by the Mt. Markham Board of Education. The Assistant Superintendent will be responsible for ensuring inter-rater reliability and will monitor the observation cycles of all lead evaluators for consistency and alignment to the ISLLC Standards.

Certification training will take three days. Re-certification training will be one day.

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: 04/30/2013

Last updated: 04/06/2015

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/789764-3Uqgn5g9lu/APPR Signature Pages 4 6 15.pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/789764-3Uqgn5g9lu/APPR_Signature_Pages_4_6_15.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.

Form 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
English 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents
LOTE Spanish 9-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Mount Markham CSD District - developed grades 9-12 Spanish assessment
LOTE French 9-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Mount Markham CSD District - developed grades 9-12 French assessment
Science 9-12 Electives	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS Living Environment Regents Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set individual student growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. For any courses utilizing a school wide measure, teachers will receive a HEIDI score based on percentage of students school wide meeting their targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that exceeds the school determined growth target per class; 81-100 percent of students meet the school determined growth target for the SLO.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that meets the school determined growth target per class; 57-80 percent of students meet the school determined growth target for the SLO.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The work of the teacher does not result in academic student growth that meets the school determined growth target per class; 31-56 percent of students meet the school determined growth target for the SLO.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that is well below the school determined growth target per class for the SLO; 0-30 percent of students meet the school determined growth target for the SLO.</p>

MOUNT MARKHAM CENTRAL SCHOOL

HEDI BAND
FOR ALL SUBJECTS/GRADES/CLASSES

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95- 100	88- 94	81- 87	80	78- 79	75- 77	72- 74	69- 71	66- 68	63- 65	60- 62	57- 59	54- 56	50- 53	46- 49	41- 45	36- 40	31- 35	26- 30	21- 25	0- 20

*The District reserves the right to review all targets and require additional changes and is responsible for insuring that targets represent one year grade level growth.

MOUNT MARKHAM CENTRAL SCHOOL

HEDI BAND
FOR ALL SUBJECTS/GRADES/CLASSES

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95- 100	88- 94	81- 87	80	78- 79	75- 77	72- 74	69- 71	66- 68	63- 65	60- 62	57- 59	54- 56	50- 53	46- 49	41- 45	36- 40	31- 35	26- 30	21- 25	0- 20

*CHART FOR USE WHEN VALUE ADDED MODEL IS IMPLEMENTED

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93- 100	81- 92	77- 80	73- 76	69- 72	65- 68	60- 64	57- 59	51- 56	46- 50	41- 45	36- 40	31- 35	26- 30	21- 25	0- 20

MOUNT MARKHAM CENTRAL SCHOOL

HEDI BAND
FOR ALL SUBJECTS/GRADES/CLASSES

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95- 100	88- 94	81- 87	80	78- 79	75- 77	72- 74	69- 71	66- 68	63- 65	60- 62	57- 59	54- 56	50- 53	46- 49	41- 45	36- 40	31- 35	26- 30	21- 25	0- 20

Assignment of Binder Points

Highly Effective	At least 2 pieces of relevant and valid evidence for each standard 6 and 7.	= 12pts towards APPR rating
Effective	3 of 4 pieces of relevant and valid evidence for standards 6 and 7.	= 9pts towards APPR rating
Developing	2 of 4 pieces of relevant and valid evidence for standards 6 and 7.	= 6pts towards APPR rating
Developing	1 of 4 pieces of relevant and valid evidence for standards 6 and 7.	= 3pts towards APPR rating
Ineffective	No pieces of relevant and valid evidence of standards 6 and 7	= 0pts towards APPR rating

**Relevant and valid evidence refers to documents that meet the criteria identified as Effective or Highly Effective in Standards 6 and 7 of the NYSUT Rubric.*

Final APPR 60 point conversion chart

Step 1.) Add up points from Announced Observation and divide total points by 7 to get the average. Each standard will be scored 1-4.

Step 2.) Using the (Rubric Score to Sub-Component Conversion Chart) from Appendix A – Use score from Step 1 to convert score to a numerical value from 0-60.

Step 3.) Use the converted numerical value (0-60) from Step 2, multiply that score by .73, this will give you your final calculated Announced Observation score.

Step 4.) Based on the unannounced observation form, teachers receive a score from 0-4. Review criteria should be based on Standards 1-5 of the rubric.

Step 5.) To get your total composite score for the year you will have to add together your final calculated Announced Observation Score + Unannounced Observation Raw Score (max 4 points) + Binder Raw Score (max 12 points) + Local Score (Administrator will give this to you) + Growth Score = Your Total Composite Score for the Year

Unannounced Formal Classroom Teacher Observation Summary

Students knew what they were expected to learn.

Students were applying knowledge.

Student answers were well organized around the learning.

Students were summarizing their own learning.

Students were using appropriate strategies.

Strategies being used to enhance learning were appropriate.

Student learning was the goal.

Assessments were focused on the learning taking place.

Students reflected on their learning.

Student products reflected learning.

Students understand the criteria for success.

Differentiated assignments are available.

Students were actively engaged.

Overall this lesson was:	Highly Effective	<input type="checkbox"/>	(4 points)
	Effective	<input type="checkbox"/>	(3 points)
	Developing	<input type="checkbox"/>	(2 points)
	Ineffective	<input type="checkbox"/>	(0-1 points)

Certified Observer Signature:

Date:

TEACHER IMPROVEMENT PLAN

CAREER LEVEL	STATUS	DATE FINAL EVALUATION SHOULD BE CONDUCTED
Non-tenured Tenured Other	Probationary ___1 ___2 ___3	_____

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

TEACHER _____	POSITION _____
TENURE AREA _____	OBSERVATION DATES _____
OBSERVER _____	SCHOOL/LOCATION _____

Place a check mark in the box next to any standards below that is rated as Developing or Ineffective:

- #1: Knowledge of Students & Student Learning
 #2: Knowledge of Content and Instructional Planning
 #3: Instructional Practice
 #4: Learning Environment
 #5: Assessment for Student Learning
 #6: Professional Responsibilities and Collaboration
 #7: Professional Growth

In the space below, describe the following: List goals to address the standards assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Data results	Identified areas in need of improvement	Professional Learning Activities	How will the improvement be assessed?	Timeline

MOUNT MARKHAM CENTRAL SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN (continued)

	<p>NAME: _____ GRADE LEVEL: _____ SCHOOL: _____</p> <p>DATE: _____</p> <p align="center">To be completed by administrator and reviewed with the teacher</p>			
Standards	Strengths	Weaknesses	Actions	Completion and Verification
<p><u>#1: Knowledge of Students and Student Learning</u></p> <p>1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical development levels</p> <p>1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes</p> <p>1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students</p> <p>1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning</p> <p>1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning</p> <p>1.6 Knowledge and understanding of technological and information literacy and how they affect student learning</p>				

#2: Knowledge of Content and Instructional Planning

- 2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]
- 2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- 2.3 Uses a broad range of instructional strategies to make subject matter accessible
- 2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- 2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
- 2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

#3 Instructional Practice

- 3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning

<p>3.2 Communicate clearly and accurately with students to maximize their understanding and learning</p> <p>3.3 Set high expectations and create challenging learning experiences for students</p> <p>3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement</p> <p>3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology</p> <p>3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs</p>				
<p><u>#4: Learning Environment</u></p> <p>4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student</p> <p>4.2 Creates an intellectually challenging and stimulating learning environment</p> <p>4.3 Manages the learning environment for the effective operation of the classroom</p> <p>4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment</p>				

#5: Assessment for Student Learning

- 5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth
- 5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- 5.3 Communicate information about various components of the assessment system
- 5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly
- 5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated

#6: Professional Responsibilities and Collaboration

- 6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
- 6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- 6.3 Communicate and collaborate with families, guardians, and caregivers

<p><u>#5: Assessment for Student Learning</u></p> <ul style="list-style-type: none">5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction5.3 Communicate information about various components of the assessment system5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated <p><u>#6: Professional Responsibilities and Collaboration</u></p> <ul style="list-style-type: none">6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning6.3 Communicate and collaborate with families, guardians, and caregivers				
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<p>to enhance student development and success</p> <p>6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations</p> <p>6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities</p> <p>#7: Professional Growth</p> <p>7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth</p> <p>7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies</p> <p>7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice</p> <p>7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources</p>				
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MOUNT MARKHAM CENTRAL SCHOOL

HEDI BAND
FOR ALL SUBJECTS/GRADES/CLASSES

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*CHART FOR USE WHEN VALUE ADDED MODEL IS IMPLEMENTED

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SECTION III: "OTHER MEASURES" —60 POINTS

1. The parties agree that Principals shall be evaluated using the Multidimensional Principal Performance Rubric, Section I, Domains 1 to 6 covering all ISLLC 2008 Standards for the Other Measures subcomponent. The assessment of Other Measures on the rubric shall account for 60% of a Principal's composite HEDI rating.

2. Each element of the Multidimensional domain shall be rated by the supervisor in a holistic manner, circling the language on the rubric which best matches the performance of the principal for each element. These HEDI ratings shall be converted to a four point scale: Highly Effective = 4 points; Effective = 3 points; Developing = 2 points; and Ineffective = 1 point.

3. The supervisor's assessment shall be based, in part, on a least 2 visits of 60 minutes or more to the school, while in session. One will be as agreed to between the superintendent and principal, the other will be unannounced. Visits are to be completed between September 15 and June 1, with at least one occurring after March 1. The following optional additional sources of information, if provided or initiated by the principal, shall be considered by the supervisor in utilizing the rubric and instrument:

- a. A portfolio of school documents and records related to components of the rubric. These shall be provided to the superintendent by May 31.
- b. The principal's self-analysis on the rubric for joint review and discussion.

Supervisors may use additional documents as sources of evidence. However, the following shall apply to Site Reviews: The principal will receive the site review documents by May 1 and have an opportunity to attach a rebuttal to any performance related contents at least two weeks prior to the issuance of the rubric score.

4. The element scores shall be determined according to the RUBRIC SCORE WEIGHTING CHART, then averaged to determine a rubric score which shall be converted to a HEDI rating and points pursuant to the CONVERSION CHART.

5. The HEDI bands for the "Other Measures, 60 points" shall be: H = 60, E = 59, D 58, I = 0 to 57.

6. The rubric score, with accompanying narrative comments and identification of sources of evidence utilized for each element score shall be provided to each principal no later than June 30.

RUBRIC OVERALL SUBCOMPONENT SCORE - CONVERSION CHART

Rubric Score (Average)	Subcomponent Points
Ineffective	
1.00	0
1.01	1
1.02	2
1.03	3
1.04	4
1.05	5
1.06	6
1.07	7
1.08	8
1.09	9
1.10	10
1.11	11
1.12	12
1.13	13
1.14	14
1.15	15
1.16	16
1.17	17
1.18	18

1.19	19
1.20	20
1.21	21
1.22	22
1.23	23
1.24	24
1.25	25
1.26	26
1.27	27
1.28	28
1.29	29
1.30	30
1.31	31
1.32	32
1.33	33
1.34	34
1.35	35
1.36	36
1.37	37
1.38	38
1.39	39
1.40	40
1.41	41
1.42	42
1.43	43
1.44	44
1.45	45
1.46	46
1.47	47
1.48	48
1.49	49
1.50	50
1.51	51
1.52	52
1.53	53
1.54	54
1.55	55
1.56	56
1.57	57
Developing	
1.58-2.50	58
Effective	
2.51-3.50	59
Highly Effective	
3.51-4.00	60

Principal Improvement Plan

Name of
Principal _____

School Building _____ Academic
Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

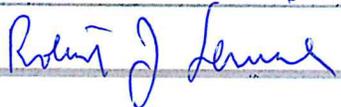
Evidence to be provided for Goal Assessment:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

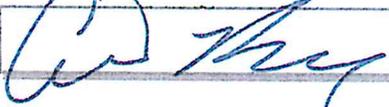
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent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

Signatures, dates

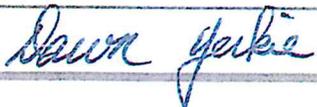
Superintendent Signature: Date: 4/6/15



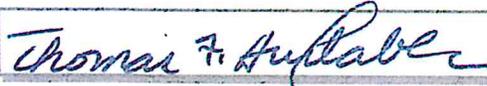
Teachers Union President Signature: Date: 4/6/15



Administrative Union President Signature: Date: 4/6/15



Board of Education President Signature: Date: 4/6/15



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

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

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

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

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

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

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

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

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

Superintendent / District Superintendent / Chancellor Signature: Date: 4/6/15

A rectangular box containing a handwritten signature in cursive script, which appears to read "David W. Murray".