



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

Commissioner of Education
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February 17, 2015

Revised

Joan Thomas, Acting Superintendent
North Collins Central School District
2045 School Street
North Collins, NY 14111

Dear Superintendent Thomas:

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: David P. O'Rourke

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, July 28, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 142201040000

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

142201040000

1.2) School District Name: NORTH COLLINS CSD

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

NORTH COLLINS 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 Tuesday, April 30, 2013

Updated Thursday, January 29, 2015

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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:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: 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	School-or BOCES-wide, group or team results based on State assessments	Grade 4-6 NYS ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4-6 NYS ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4-6 NYS ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grade 3, using baseline data, teachers and principals will set growth targets. Points are assigned based on the percentage of students meeting their individual targets. Teachers in K-2 will receive HEDI points based on the school-wide Mean Growth Percentile on the listed assessments.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please refer to uploaded attachment at 2.11

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please refer to uploaded attachment at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please refer to uploaded attachment at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please refer to uploaded attachment at 2.11

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. 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	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS Math Assessment

	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.	For Grade 3, using baseline data, teachers and principals will set growth targets. Points are assigned based on the percentage of students meeting their individual targets. Teachers in K-2 will receive HEDI points based on the school-wide Mean Growth Percentile on the listed assessments.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please refer to uploaded attachment at 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please refer to uploaded attachment at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please refer to uploaded attachment at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please refer to uploaded attachment at 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	District developed grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data teachers and principal will set individual growth targets for students. The percentage of students meeting their growth target is then calculated. This percentage determines the HEDI rating.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% - 100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75% - 89% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	54% - 74% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	53% or less of students, including special populations meet or exceed target(s)

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	District developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	District developed grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data teachers and principal will set individual growth targets for students. The percentage of students meeting their growth target is then calculated. This percentage determines the HEDI rating.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% - 100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 89% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District goals for similar students.	54% - 74% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	53% or less of students, including special populations meet or exceed target(s)

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	District developed Global 1 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.	Using baseline data teachers and principal will set individual growth targets for students. The percentage of students meeting their growth target is then calculated. This percentage determines the HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% - 100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 89% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District goals for similar students.	54% - 74% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	53% or less of students, including special populations meet or exceed target(s)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data teachers and principal will set individual growth targets for students. The percentage of students meeting their growth target is then calculated. This percentage determines the HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% - 100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 89% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District goals for similar students.	54% - 74% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	53% or less of students, including special populations meet or exceed target(s)

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.	Using baseline data teachers and principal will set individual growth targets for students. The percentage of students meeting their growth target is then calculated. This percentage determines the HEDI rating. Both the 2005 Standards and Common Core Regents will be administered to students in Common Core courses, so long as permissible. Teachers will use the higher of the two scores for
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	APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% - 100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 89% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District goals for similar students.	54% - 74% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	53% or less of students, including special populations meet or exceed target(s)

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	District developed grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District developed grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents ELA 11 Exam

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.	Using baseline data teachers and principal will set individual growth targets for students. The percentage of students meeting their growth target is then calculated. This percentage determines the HEDI rating. Both the Comprehensive and Common Core Regents will be offered to students in Common Core courses as long as permissible. Teachers will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% - 100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 89% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District goals for similar students.	54% - 74% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	53% or less of students, including special populations meet or exceed target(s)

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
K-6 PE, Art, Library	School/BOCES-wide/group/team results based on State	Grade 4-6 NYS ELA and Math Assessments
K-6 Chorus	School/BOCES-wide/group/team results based on State	Grade 4-6 NYS ELA and Math Assessments
Grade 7-12 Art	District, Regional or BOCES-developed	District developed Grade Specific Art Assessment
AP History	State Assessment	Regents U.S. History Assessment
AP Biology	District, Regional or BOCES-developed	Regionally developed Biology Assessment
Pre-Calculus	District, Regional or BOCES-developed	Regionally developed Pre-Calculus Assessment
AP Calculus	District, Regional or BOCES-developed	Regionally developed Calculus assessment
Government	District, Regional or BOCES-developed	District developed Course Specific Government assessment
LOTE	District, Regional or BOCES-developed	Regionally developed Course Specific LOTE assessment
Grade 7-12 PE	District, Regional or BOCES-developed	District developed Grade Specific PE assessment
Grade 7-12 Business	District, Regional or BOCES-developed	Regionally developed Grade Specific Business assessment
K-6 Intrumental Music	District, Regional or BOCES-developed	Regionally developed Grade Specific instrumental music assessment
Economics	District, Regional or BOCES-developed	District developed Course Specific economics assessment
7/8 Health	District, Regional or BOCES-developed	Regionally 7/8 grade health assessment
FACS	District, Regional or BOCES-developed	Regionally developed Course Specific FACS assessment
Grade 7-12 Music	District, Regional or BOCES-developed	Regionally developed 7-12 music assessment
Grade 7-12 Industrial Technology	District, Regional or BOCES-developed	Regionally developed 7-12 industrial technology assessment
9-12 Health	District, Regional or BOCES-developed	Regionally developed 9-12 Health assessment
Grades 4-8 ELA and Math Teachers not receiving State Growth Score	State Assessment	NYS Grades 4-8 ELA and Math Assessments

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

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.	HEDI will be calculated using the following convention: Using baseline data teachers and principal will set individual growth targets for students. The percentage of students meeting their growth target is then calculated. This percentage determines the HEDI rating. For teachers using a school-wide measure based on State Assessments, the percentage of students in the building meeting targets set by teacher and principal on each assessment will be weighted proportionately.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	HEDI is 90% - 100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District goals for similar students.	HEDI is 75% - 89% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District goals for similar students.	HEDI is 54% - 74% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	HEDI is 53% or less of students, including special populations meet or exceed target(s)

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1449699-TXEttx9bQW/HEDI Score Chart Section 2_4 2_11 7_3_1.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable

growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade 4 Writing Assessment
5	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade 5 Writing Assessment
6	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade 6 Writing Assessment
7	4) State-approved 3rd party assessments	STAR Reading Assessment
8	4) State-approved 3rd party assessments	STAR Reading Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teacher and principal will set individual targets for each student on the District Developed Writing Assessment. The percentage of students reaching or exceeding their individual target will be calculated for each course. That percentage will then be used to calculate a HEDI score for the local measure of achievement. The percentage of students reaching the benchmark will be calculated for each course. The benchmark as set by STAR is a
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rating of proficient or higher. The percentage of students achieving the benchmark will then be used to calculate a HEDI score for the local measure of achievement. The 0-20 point scale in Task 3.3, will be used until value added is fully implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89%-100% of students, including special populations meet or exceed target(s)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49%-88% of students, including special populations meet or exceed target(s)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14%-48% of students including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13% or less of students, including special populations meet or exceed target(s)

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	North Collins District Developed Grade 4 Writing Assessment
5	6(ii) School wide measure computed locally	North Collins District Developed Grade 5 Writing Assessment
6	6(ii) School wide measure computed locally	North Collins District Developed Grade 6 Writing Assessment
7	4) State-approved 3rd party assessments	STAR Math Assessment
8	4) State-approved 3rd party assessments	STAR Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teacher and principal will set individual targets for each student on the District Developed Writing Assessment. The percentage of students reaching or exceeding their individual target will be calculated for each course. That percentage will then be used to calculate a HEDI score for the local measure of achievement. All teachers grades 4-6 will receive the HEDI score based on the grade specific writing assessment. The percentage of students reaching the benchmark will be calculated for each course. The benchmark as developed by STAR is a rating of proficient or higher. The percentage of students will then be used to calculate a HEDI score for the
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local measure of achievement.
The 0-20 point scale in Task 3.3 will be used until value added is fully implemented.

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

89%-100% of students, including special populations meet or exceed target(s)

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

49%-88% of students, including special populations meet or exceed target(s)

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

14%-48% of students, including special populations meet or exceed target(s)

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

13% or less of students, including special populations meet or exceed target(s)

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/12149/1449700-rhJdBgDruP/HEDI Criteria for Achievement Measures_1.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

assessment that is rigorous and comparable across classrooms

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. 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	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade K Writing Assessment
1	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade 3 Writing Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher and principal will set individual targets for each student. The percentage of students reaching or exceeding their individual target will be calculated for each course. That percentage will then be used to calculate a HEDI score for the local measure of achievement.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%-100% of students, including special populations meet or exceed target(s)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-85% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-64% of students, including special populations meet or exceed target(s)

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

54% or less of students, including special populations meet or exceed target(s)

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	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade K Writing Assessment
1	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	North Collins District Developed Grade 3 Writing Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher and principal will set individual targets for each student. The percentage of students reaching or exceeding their individual target will be calculated for each course. That percentage will then be used to calculate a HEDI score for the local measure of achievement.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%-100% of students, including special populations meet or exceed target(s)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-85% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-64% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or less of students, including special populations meet or exceed target(s)

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	Not applicable	Common Branch
7	5) District, regional, or BOCES–developed assessments	District developed Science 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The percentage of students reaching the benchmark will be calculated for each course. The benchmark for NYS Intermediate Assessments, is a rating of proficient (3) or higher. The benchmark for the District Developed Assessments is a passing score or higher (65). The percentage of students meeting the benchmark will then be used to calculate a HEDI score for the local measure of achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%-100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-85% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-64% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or less of students, including special populations meet or exceed target(s)

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	Not applicable	Common Branch
7	5) District, regional, or BOCES–developed assessments	District developed Social Studies 7 Assessment
8	5) District, regional, or BOCES–developed assessments	District developed Social Studies 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The percentage of students reaching the benchmark will be calculated for each course. The benchmark for District
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Developed Assessments is a passing score or higher (65). The percentage of students meeting the benchmark will then be used to calculate a HEDI score for the local measure of achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%-100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-85% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-64% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or less of students, including special populations meet or exceed target(s)

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	District developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global History and Geography NYS Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	US History and Government NYS Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The benchmark for NYS Regents Exams and District Developed Assessments is a passing score (65 or higher for general education students and the state defined safety net score for special education students). The percentage of students reaching the benchmark will be calculated for each course. The percentage of students meeting the benchmark will then be used to calculate a HEDI score for the local measure of achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%-100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-85% of students, including special populations meet or exceed target(s)

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-64% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or less of students, including special populations meet or exceed target(s)

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The percentage of students reaching the benchmark will be calculated for each course. The benchmark for NYS Regents Exams is a passing score or higher (65 or higher for general education students and the state defined safety net score for special education students). The percentage of students meeting the benchmark will then be used to calculate a HEDI score for the local measure of achievement.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%-100% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-85% of students, including special populations meet or exceed target(s)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-64% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or less of students, including special populations meet or exceed target(s)

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Integrated Algebra/Common Core Algebra NYS Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	2005 Standard/Common Core Geometry NYS Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra II/Trigonometry NYS Regents Exam

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.	The percentage of students reaching the benchmark will be calculated for each course. The benchmark for NYS Regents Exams is a passing score or higher (65 or higher for general education students and the state defined safety net score for special education students). The percentage of students meeting the benchmark will then be used to calculate a HEDI score for the local measure of achievement. Both the 2005 Standards and Common Core Regents will be administered to students in Common Core courses, so long as permissible. Teachers will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%-100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-85% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-64% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or less of students, including special populations meet or exceed target(s)

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	District developed ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District developed ELA 10 Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Grade 11 ELA NYS Regents Exam

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.	<p>The percentage of students reaching the benchmark will be calculated for each course. The benchmark for NYS Regents Exam and District Developed Assessments is a passing score or higher (65 or higher for general education students and the state defined safety net score for special education students). The percentage of students meeting the benchmark will then be used to calculate a HEDI score for the local measure of achievement.</p> <p>Both the Comprehensive and Common Core Regents will be offered to students in Common Core courses as long as permissible. Teachers will use the higher of the two scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%-100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-85% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-64% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or less of students, including special populations meet or exceed target(s)

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
7-12 Instrumental Music	5) District/regional/BOCES–developed	North Collins District Developed 7-12 Instrumental Music Assessment
Pre-Calculus	5) District/regional/BOCES–developed	Regionally Developed Pre-Calculus Assessment
AP Calculus	4) Grades 3 and up: State-approved 3rd party	AP Calculus Exam
AP US History	3) Teacher specific achievement/growth score computed locally	US History and Government NYS Regents Exam
Government	5) District/regional/BOCES–developed	District Developed Government Assessment
AP Biology	4) Grades 3 and up: State-approved 3rd party	AP Biology Exam
LOTE	5) District/regional/BOCES–developed	Regionally Developed LOTE Assessment
7-12 PE	5) District/regional/BOCES–developed	District Developed 7-12 PE Assessment
7-12 Business	5) District/regional/BOCES–developed	Regionally developed 7-12 Business assessment
K-6 PE	5) District/regional/BOCES–developed	Erie 2 BOCES developed Grade Specific PE assessment
K-6 Art	5) District/regional/BOCES–developed	Erie 2 BOCES developed Grade Specific Art assessment
K-6 Music	6(ii) School wide measure computed locally	North Collins District Developed K-6 Writing Assessment
Economics	5) District/regional/BOCES–developed	District Developed Economics Assessment
7-12 Art	5) District/regional/BOCES–developed	Regionally Developed 7-12 Art Assessment
7/8 Health	5) District/regional/BOCES–developed	Regionally Developed 7/8 Health Assessment
9-12 Health	5) District/regional/BOCES–developed	Regionally developed 9-12 Health assessment
FACS, Industrial Tech	5) District/regional/BOCES–developed	Regionally Developed FACS or Industrial Technology Assessment

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

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

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

The percentage of students reaching the benchmark will be calculated for each course. The benchmark for North Collins District Developed Writing Assessment is a rating of 3 or higher (the assessments are graded on a 1-4 scale). The benchmark for NYS Regents Exams and for District and Regionally Developed Assessments is a passing score or higher (65 or higher for general education students and the state defined safety net score for special education students). The benchmark for AP Exams is (3) or higher. The percentage of students meeting the benchmark will then be used to calculate a HEDI score for the local measure of achievement. Teachers using district developed writing assessment will receive a grade level score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	86%-100% of students, including special populations meet or exceed target(s)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-85% of students, including special populations meet or exceed target(s)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-64% of students, including special populations meet or exceed target(s)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% or less of students, including special populations meet or exceed target(s)

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/12149/1449700-y92vNseFa4/HEDI Criteria for Achievement Measures attachment 3.13.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.

(No response)

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.

N/A

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 Thursday, January 29, 2015

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
---------------------------------------	---

Second Rubric, if applicable	(No response)
------------------------------	---------------

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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.

Throughout the observation process, all components of the Danielson Rubric will be evaluated. Teachers rated highly effective in a component will receive 2.0 points for that component. Teachers rated effective in any component will receive 1.7 points in that component. Teachers rated developing in any component will receive 1.3 points for that component. Teachers rated ineffective in any component will receive 0 points for that component. This rating scale will be used for every component on the rubric. Each teacher will have at least one formal observation. This will include a pre-observation conference and artifact submission. The quality of artifacts related to the observation will be assessed using Domain 1 of the Danielson Rubric. The formal observation process will then continue with an observation by a trained administrator. This administrator will collect evidence for Domains 1, 2 and 3. This evidence from Domains 1, 2, and 3 can result in a maximum of 30 points. The teacher and administrator will meet for a post observation conference. At this time, the teacher and administrator will evaluate the lesson and post-observation artifacts and score components for Domain 4. The post-observation can result in a maximum of 10 points. Teachers also collect artifacts to address components 4c and 4f, plus three additional, non-repeating components of their choice in an evidence binder. The evidence binder can result in a maximum of 10 points. Additionally, teachers will have an informal, unannounced observation which will evaluate five components from Domains

2 and 3. Although this may be the second time these components are evaluated, scores will be added to the total points for a teacher, so that the informal observation can result in a maximum of 10 points. Non-tenured teachers will have two formal observations. For non-tenured teachers, multiple scores for post-observations, formal and informal observations will be averaged together for one final score for each of the following: , formal observation (30), post-observation (10), informal observation (10); which will then be totaled and added to the evidence score (10) to determine the teacher's final score for Other Measures of Effectiveness.

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

assets/survey-uploads/12179/1449701-eka9yMJ855/NCCSD 60 points scoring criteria_3.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Well above expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Meets expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Well below expectations.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Friday, July 11, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, January 05, 2015

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/194955-Df0w3Xx5v6/Teacher Improvement Plan.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:

A teacher is not authorized to trigger the appeal process until he or she receives a composite score. Depending on the assessment used, a score may not be available until after the end of the school year. Teachers must receive their composite scores no later than September 1 of the school year next following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher receives his or her composite score.

Only a NCTA member who is covered by N.Y. Education Law § 3012-c (“Covered NCTA Member” or “teacher”) and has received a rating of "Developing" or "Ineffective" may appeal the result of a performance review and/or an improvement plan pursuant to the following procedure:

a. A Covered NCTA Member may challenge only the substance of an APPR, the District’s adherence to the statutory standards and methodologies required for such review, the District’s compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education and/or the issuance or implementation of a teacher improvement plan (“TIP”). Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief. The challenge must be submitted within fifteen school days of the receipt of the APPR and/or TIP which is the subject of the challenge, or other act complained of, or it is deemed waived. The Administrator involved will schedule a meeting to discuss the challenge within 5 school days of the appeal being submitted. A Covered NCTA Member may select an Association representative to participate in the meeting. Within fifteen school days of the meeting, the Administrator who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. If that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

b. If a Covered NCTA Member received a rating of “ineffective” or “developing” and disagrees with the Administrator’s response to the challenge, the teacher may submit the challenge, the Administrator’s response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within 5 school days of receipt of the Administrator’s response. A meeting will be scheduled to discuss the appeal within 5 school days of the receipt of the challenge. The Covered NCTA Member may select an Association representative to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten school days thereafter.

c. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The teacher retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District’s non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher for statutorily and constitutionally permissible reasons other than performance at any time including during the pendency of an appeal hereunder, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

d. If an appeal is sustained in whole or in part, the Superintendent may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate. Any further action taken as a result of the appeal will be completed in a timely and expeditious manner in accordance with Education Law 3012-c. Any proven claim that the evaluator failed to comply with the time requirements set forth in any aspect of the APPR shall result in the rating being set aside. No teacher shall be subjected to any disciplinary action pursuant to Education Law §3020-a based on an APPR containing any proven procedural violation. Any new evaluation ordered as a result of the appeal may be conducted by a different evaluator at the request of the Covered Unit Member. The new evaluator will be assigned by the District Superintendent.

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

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

The primary responsibility for evaluation of teachers will be with their current district-employed assigned administrator. The district will ensure that all evaluators are properly trained and certified as lead evaluators to complete the annual professional performance reviews of teachers.

Training will address all nine (9) Elements required by Regents Rules Section 30-2.9b.

Evaluators have attended training through the Erie 2 BOCES network team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify that evaluators have received the training required to complete APPR and maintains records of certification of evaluators. The district will ensure that evaluators maintain inter-rater reliability over time and they are re-certified on an annual basis. Evaluators must receive a minimum of three (3) hours of training and will participate in

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Thursday, February 05, 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):

PK-6
7-12

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
PK-6	State assessment	Grade 3-6 NYS ELA and Math
7-12	State assessment	Grades 7-8 NYS ELA and Math, Grades 9-12 All Regents Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	If the State provides growth scores for the listed principal(s), and such scores represent less than 30% of the students supervised by that principal, the District will set SLOs for the largest courses in the building until at least 30% of the students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided
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scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s). For SLOs, based on historical data, the principal in collaboration with the superintendent will set individual growth targets for each student. A principal will receive a HEDI score based upon the percentage of students reaching their targets. Both the 2005 Standards and Common Core Regents will be administered to students in Common Core courses, so long as permissible. Teachers will use the higher of the two scores for APPR purposes.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See upload
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See upload

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/12156/1449704-lha0DogRNw/HEDI Score Chart Section 7_3.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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
--	---------

7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://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)

Created Tuesday, April 30, 2013

Updated Thursday, January 29, 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
PK - 6	(a) achievement on State assessments	4 - 6 NYS Assessments in ELA and Math
Grade 7 - 12	(d) measures used by district for teacher evaluation	9 - 12 NYS Regents Exams

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.	Points will be assigned to each principal based on percentage of students reaching proficiency (3 or higher) on NYS Assessments or passing (65) on all NYS Regents Exams administered in the building. Multiple assessments will be weighted on student population to determine the HEIDI score. Both the 2005 Standards and Common Core Regents will be administered to students in Common Core courses, so long as permissible. Teachers will use the higher of the two scores for APPR purposes. The attached 20 point chart will be used until value-added is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	refer to attached chart
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	refer to attached chart
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	refer to attached chart

grade/subject.

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

refer to attached chart

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

(No response)

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

assets/survey-uploads/12190/1449705-qBFVOWF7fC/HEDI Criteria for Achievement Measures Principals.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
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.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a 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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

APPR Assessment Guidance and is not a traditional standardized assessment.

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Friday, January 16, 2015

Page 1

9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

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.

The district will use a performance binder, 2 site visits spaced equally within the school year, a formative mid-year evaluation and a final evaluation. The Superintendent will collect evidence from each domain and make decisions based on the MPPR rubric. (See attached). Scores from multiple observations will be averaged.

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/12205/1449706-pMADJ4gk6R/NCCSD Full MPPR 9_7.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	Based on the MPPR rubric, the Principal exceeds the standards set by the District for Effective Principals.
Effective: Overall performance and results meet standards.	Based on the MPPR rubric, the Principal meets the standards set by the District for Effective Principals.
Developing: Overall performance and results need improvement in order to meet standards.	Based on the MPPR rubric, the Principal needs improvement to meet the standards set by the District for Effective Principals.
Ineffective: Overall performance and results do not meet standards.	Based on the MPPR rubric, the Principal does not meet the standards set by the District for Effective Principals.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	46-54

Developing	40-45
Ineffective	0-39

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, July 21, 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	55-60
Effective	46-54
Developing	40-45
Ineffective	0-39

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, January 29, 2015

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/195853-Df0w3Xx5v6/NCCSD PIP App E.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:

A tenured Principal receiving a rating of ineffective or developing may appeal on all grounds permitted by Education Law Section 3012-c. Non-tenured Principals may not appeal any rating.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. Delivery of the appeal to the Superintendent shall constitute filing. An appeal of a performance

review must be filed no later than fifteen (15) school days from 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 with fifteen (15) school days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) school days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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. The performance review and/or improvement plan being challenged must also be submitted with the appeal. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

An evaluation shall not be placed in a principal's personnel file until either the expiration of a fifteen (15) school day period during which an appeal could be filed by the principal or the conclusion of the appeal process described in this document, whichever is later.

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) school days of receipt of an appeal, the Superintendent 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's 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.

DECISION PROCESS FOR APPEAL

1. For a tenured principal who received a rating of highly effective, or effective, or a non-tenured principal who received any rating, the Superintendent's rating shall be final; if that principal disagrees with the rating, the principal may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

2. If a tenured principal received a rating of ineffective or developing and disagrees with the Superintendent's response to the challenge, the principal may submit a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within fifteen (15) school days of receipt of the Superintendent's initial response. A meeting will be scheduled to discuss the appeal within fifteen (15) school days. A principal may select an Association representative to participate in the meeting. If after this meeting the Principal still disagrees with the Superintendent's decision he or she may request, within fifteen (15) school days a hearing before an appeal Panel, consisting of 1 District Administrator, 1 Building Level Principal of the Appellant's choice, and 1 outside panelist mutually agreed to by the district and the Appellant. A list of agreed upon candidate will be maintained and reviewed annually. The cost is not to exceed \$350 shared equally between the District and the Association.

3. The appeal panel and the appellant will meet within fifteen (15) school days of the written response from the Superintendent to review the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. That second day will still be timely and expeditious. The Principal shall have the opportunity to present his/her case which may include the representation of witnesses and or affidavits in lieu of testimony, the school district may then refute the presentation. If the school district does not present a case, the Principal will have the right to present a rebuttal case. A written decision on the merits of the appeal shall be rendered no later than fifteen (15) school days from the close of the hearing. The determination of the panel is final.

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 primary responsibility for evaluation of principals will be with their current district-employed assigned administrator. The district will ensure that all evaluators are properly trained and certified as lead evaluators to complete the annual professional performance reviews of principals.

Training will address all nine (9) Elements required by Regents Rules Section 30-2.9b.

Evaluators have attended training through the Erie 2 BOCES School Improvement Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Board of Education will certify that evaluators have received the training required to complete APPR and maintains records of certification of evaluators. The district will ensure that evaluators maintain inter-rater reliability over time and they are re-certified on an annual basis. Evaluators will receive a minimum of three (3) hours of training and will participate in on-going training as required by the district.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, February 11, 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.

[assets/survey-uploads/12158/1449709-3Uqgn5g9Iu/APPR Signatures Feb 2015.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.

7-12 HEDI scores will use the following chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	95-98	90-94	89	88	87	86	85	84	83	79-82	75-78	71-74	70	66-69	62-65	58-61	54-57	49-53	21-48	0-20

PK-6 HEDI scores will use the following chart for the K-2 Group Measure, Grade 3 ELA/Math Assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100	75-84	65-74	61-64	57-60	54-56	51-53	50	48-49	46-47	44-45	43	41-42	38-40	36-37	34-35	32-33	30-31	22-29	11-21	0-10

K-3 chart will be used for Grades K-2 (assessment based on a percentile method from 1-99) and for Grade 3 (measurements based on percent 0-100).

HEDI Criteria for Achievement Measures (20pts)

HEDI Points (Ineffective)	Percentage of Students
0 Points	0-29%
1 Point	30-44%
2 Points	45-54%
HEDI Points (Developing)	Percentage of Students
3 Points	55%
4 Points	56%
5 Points	57%
6 Points	58%
7 Points	59-61%
8 Points	62-64%
HEDI Points (Effective)	Percentage of Students
9 Points	65%
10 Points	66%
11 Points	67%
12 Points	68-70%
13 Points	71-73%
14 Points	74-76%
15 Points	77-79%
16 Points	80-82%
17 Points	83-85%
HEDI Points (Highly Effective)	Percentage of Students
18 Points	86-90%
19 Points	91-94%
20 Points	95-100%

HEDI Criteria for Achievement Measures (15points)

HEDI Points (Ineffective)	Percentage of Students
0 Points	0%
1 Point	1-6%
2 Points	7-13%
HEDI Points (Developing)	Percentage of Students
3 Points	14-20%
4 Points	21-27%
5 Points	28-34%
6 Points	35-41%
7 Points	42-48%
HEDI Points (Effective)	Percentage of Students
8 Points	49-54%
9 Points	55-61%
10 Points	62-68%
11 Points	69-75%
12 Points	76-81%
13 Points	82-88%
HEDI Points (Highly Effective)	Percentage of Students
14 Points	89-94%
15 Points	95-100%

HEDI Criteria for Achievement Measures (20pts)

HEDI Points (Ineffective)	Percentage of Students
0 Points	0-29%
1 Point	30-44%
2 Points	45-54%
HEDI Points (Developing)	Percentage of Students
3 Points	55%
4 Points	56%
5 Points	57%
6 Points	58%
7 Points	59-61%
8 Points	62-64%
HEDI Points (Effective)	Percentage of Students
9 Points	65%
10 Points	66%
11 Points	67%
12 Points	68-70%
13 Points	71-73%
14 Points	74-76%
15 Points	77-79%
16 Points	80-82%
17 Points	83-85%
HEDI Points (Highly Effective)	Percentage of Students
18 Points	86-90%
19 Points	91-94%
20 Points	95-100%

Determining HEDI Scores for 60 Points Other Local Measures:

Process	Data Collection Methods	Domains addressed	Maximum Points Possible
Formal Observation	<ul style="list-style-type: none"> • Artifact Submission • Pre-Observation conferences • Observation(s)(formal) <p>*Some of the same components are assessed more than once. In these cases, points are averaged together.</p>	<p>Domain 1 (a-f)</p> <p>Domain 2 (a-e)</p> <p>Domain 3 (a-e)</p>	30
Informal Observation	<ul style="list-style-type: none"> • Observation (informal) <p>*Some of the same components are assessed more than once. In these cases, points are averaged together.</p>	<p>Domain 2 (a, c, e)</p> <p>Domain 3 (a, c)</p>	10
Post-Observation	<ul style="list-style-type: none"> • Artifact Submission • Post- Observation conferences 	Domain 4 (a - e)	10
Evidence Binder	<ul style="list-style-type: none"> • Artifact Submission <p>*5 pieces of evidence</p>	<p>Domains 1- 4*</p> <p>*must include 4c, 4f</p>	10

Scores for each process will be added to give one composite score out of 60 points. This score will then be used to determine the HEDI rating. After maximum points are accrued, the final composite, if a decimal, will be rounded to a whole number using standard rounding rules. (.4 or less round down, .5 or more round up). Rounding will not result in a teacher moving between HEDI categories.

During formal observations, Domain 1 will be holistically scored on a scale of 0-10 aligned with the following HEDI ratings: Highly Effective = 9-10; Effective = 5-8; Developing = 2-4; Ineffective = 0-1

Teacher Improvement Plan

Name of Teacher: _____

Participants in the formulation of this TIP:

Identify the area(s) of improvement identified in the annual evaluation:

1. _____
2. _____
3. _____
4. _____

This plan will begin on: _____

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

Any changes or modification to the plan must be in writing and will be appended to this document.

Teacher

Date

Administrator

Date

Union Representative

Date

Area in Needing Improvement: _____

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Complete this form for each area identified as needing improvement

7-12 HEDI scores will use the following chart:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	95-98	90-94	89	88	87	86	85	84	83	79-82	75-78	71-74	70	66-69	62-65	58-61	54-57	49-53	21-48	0-20

PK-6 HEDI scores will use the following chart:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100	75-84	65-74	61-64	57-60	54-56	51-53	50	48-49	46-47	44-45	43	41-42	38-40	36-37	34-35	32-33	30-31	22-29	11-21	0-10

HEDI Criteria for Achievement Measures (15points)

HEDI Points (Ineffective)	Percentage of Students	Results on NYS Commencement-Level Assessments	Results on NYS Elementary or Intermediate Assessments
0 Points	0%	Achieved a passing grade or higher	Achieve Proficiency or Higher
1 Point	1-6%	Achieved a passing grade or higher	Achieve Proficiency or Higher
2 Points	7-13%	Achieved a passing grade or higher	Achieve Proficiency or Higher
HEDI Points (Developing)	Percentage of Students	Results on NYS Commencement-Level Assessments	Results on NYS Elementary or Intermediate Assessments
3 Points	14-20%	Achieved a passing grade or higher	Achieve Proficiency or Higher
4 Points	21-27%	Achieved a passing grade or higher	Achieve Proficiency or Higher
5 Points	28-34%	Achieved a passing grade or higher	Achieve Proficiency or Higher
6 Points	35-41%	Achieved a passing grade or higher	Achieve Proficiency or Higher
7 Points	42-48%	Achieved a passing grade or higher	Achieve Proficiency or Higher
HEDI Points (Effective)	Percentage of Students	Results on NYS Commencement-Level Assessments	Results on NYS Elementary or Intermediate Assessments
8 Points	49-54%	Achieved a passing grade or higher	Achieve Proficiency or Higher
9 Points	55-61%	Achieved a passing grade or higher	Achieve Proficiency or Higher
10 Points	62-68%	Achieved a passing grade or higher	Achieve Proficiency or Higher
11 Points	69-75%	Achieved a passing grade or higher	Achieve Proficiency or Higher
12 Points	76-81%	Achieved a passing grade or higher	Achieve Proficiency or Higher
13 Points	82-88%	Achieved a passing grade or higher	Achieve Proficiency or Higher
HEDI Points (Highly Effective)	Percentage of Students	Results on NYS Commencement-Level Assessments	Results on NYS Elementary or Intermediate Assessments
14 Points	89-94%	Achieved a passing grade or higher	Achieve Proficiency or Higher
15 Points	95-100%	Achieved a passing grade or higher	Achieve Proficiency or Higher

HEDI Criteria for Achievement Measures (20 points)

HEDI Points (Ineffective)	Percentage of Students	Results on NYS Commencement- Level Assessments	Results on NYS Elementary or Intermediate Assessments
0 Points	0-14%	Achieved a passing grade or higher	Achieve Proficiency or Higher
1 Point	15-28%	Achieved a passing grade or higher	Achieve Proficiency or Higher
2 Points	29-49%	Achieved a passing grade or higher	Achieve Proficiency or Higher
HEDI Points (Developing)	Percentage of Students	Results on NYS Commencement- Level Assessments	Results on NYS Elementary or Intermediate Assessments
3 Points	50%	Achieved a passing grade or higher	Achieve Proficiency or Higher
4 Points	51%	Achieved a passing grade or higher	Achieve Proficiency or Higher
5 Points	52-53%	Achieved a passing grade or higher	Achieve Proficiency or Higher
6 Points	54-59%	Achieved a passing grade or higher	Achieve Proficiency or Higher
7 Points	60-64%	Achieved a passing grade or higher	Achieve Proficiency or Higher
8 Points	65-69%	Achieved a passing grade or higher	Achieve Proficiency or Higher
HEDI Points (Effective)	Percentage of Students	Results on NYS Commencement- Level Assessments	Results on NYS Elementary or Intermediate Assessments
9 Points	70%	Achieved a passing grade or higher	Achieve Proficiency or Higher
10 Points	71%	Achieved a passing grade or higher	Achieve Proficiency or Higher
11 Points	72%	Achieved a passing grade or higher	Achieve Proficiency or Higher
12 Points	73%	Achieved a passing grade or higher	Achieve Proficiency or Higher
13 Points	74%	Achieved a passing grade or higher	Achieve Proficiency or Higher
14 Points	75%	Achieved a passing grade or higher	Achieve Proficiency or Higher
15 Points	76-78%	Achieved a passing grade or higher	Achieve Proficiency or Higher
16 Points	79-81%	Achieved a passing grade or higher	Achieve Proficiency or Higher
17 Points	82-84%	Achieved a passing grade or higher	Achieve Proficiency or Higher
HEDI Points (Highly Effective)	Percentage of Students	Results on NYS Commencement- Level Assessments	Results on NYS Elementary or Intermediate Assessments
18 Points	85-89%	Achieved a passing grade or higher	Achieve Proficiency or Higher
19 Points	90-94%	Achieved a passing grade or higher	Achieve Proficiency or Higher
20 Points	95-100%	Achieved a passing grade or higher	Achieve Proficiency or Higher

Appendix A
North Collins Central School District
Multidimensional Principal Performance Rubric

Administrator:		Date of Evaluation:	
Building:		Evaluator:	
School Year:			

Domain 1–Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
Culture – attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	Claims to have a vision and mission for the school, but keeps it private	Identifies the school’s vision and mission and makes them public	Collaborates with key stakeholders in the school to develop and implement a vision process and mission for learning	Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning	
	School vision and mission are unrelated to district vision and mission	School vision and mission are created in isolation of the district’s vision and mission and aligned as an afterthought	School vision and mission aligns with the vision and mission and vision of the district	School vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide	
	Disregards the need to use the school’s vision and mission to guide goals, plans and actions	Refers to the school vision and mission as a document unconnected to programs, policies and practices	Explicitly links the school’s vision and mission to programs and policies	Uses the school’s vision and mission as a compass to inform reflective practice, goal-setting, and decision-making	
Sustainability – a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	Assumes that the school’s improvement is either an event or the responsibility of a single individual	Provides the selected staff with opportunities to discuss school improvement efforts	Has a process and structure in place for organizational improvement and uses it to assess the school	Uses and regularly evaluates strategic processes and structures to promote the school’s continuous and sustainable improvement	

Domain 2–School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
Culture – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	Acknowledges the need for communication and collaboration	Considers proposals for collaborative structures and projects	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice	Establishes different ways accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice	
	Provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices	Encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design	Develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)	Nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice	
	Creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs and cultures	Creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	Creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	Engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that involves students in meaningful, relevant, learning that is clearly connected to their experiences, culture, and futures, and require them to construct meaning of concepts or processes in deductive and inductive ways	

Domain 2–School Culture and Instructional Program (continued)

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
Instructional Program – design and delivery of high quality curriculum that produces clear evidence of learning	Promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills, and/or facts	Establishes curricular program focused primarily on recall, comprehension, and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice	Establishes different ways accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice	
	Maintains a hands off approach to instruction	Provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”	Supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	Supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and /or inquiry related to best practices in teaching and learning	
	Initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	Allows actions that disrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in the classrooms, etc.)	Maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	Involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them	
Capacity Building – developing potential and tapping existing internal expertise to promote learning and improve practice	Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students	Invests in activities that promote the development of a select group of leaders	Develops the instructional and leadership capacity of staff	Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school	
	Is unaware of effective and appropriate technologies available	Provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences	Promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available	Engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization	

Domain 2–School Culture and Instructional Program (continued)

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
<p>Sustainability – a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future</p>	<p>Uses “accountability” to justify a system that links student achievement with accolades and blame</p>	<p>Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other</p>	<p>develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement</p>	<p>Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future</p>	
<p>Strategic Planning Process: monitoring/ inquiry – the implementation and stewardship of goals, decisions, and actions</p>	<p>Judges the merit of the instructional program based on what is used by others</p>	<p>Evaluates the impact of the instructional program based on results of standardized assessments</p>	<p>Gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program</p>	<p>Provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback, and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement</p>	

Domain 3–Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
Capacity Building – developing potential and tapping existing internal expertise to promote learning and improve practice	Obtains and uses human, fiscal, and technological resources based on available funds instead of need	Obtains human, fiscal, and technological resources and allocates them without an apparent plan	Obtains, allocates, aligns, and efficiently uses human, fiscal, and technological resources	Considers vision and solicits input from various stakeholders in determining, obtaining, allocating, and utilizing necessary human, fiscal, and technological resources, aligning them with present and future needs	
	Considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	Shares “leadership” by providing others with limited responsibilities for tasks and functions but no decision making ability	Develops capacity for distributed leadership by providing interested individuals with opportunities and support for assuming leadership responsibilities and roles	Embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student, and parent leaders to assume leadership roles and co-creates a process by which today’s leaders identify, support and promote the leaders of tomorrow	
Culture – attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	Promotes and protects the welfare and safety of students and staff	Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls	
Sustainability – a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	Avoids engaging with management or operations systems	Monitors and evaluates the management and operational systems	Monitors, evaluates and revises management and operational systems	Establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement	
Instructional Program – design and delivery of high quality curriculum that produces clear evidence of learning	Allocates time as required to comply with regulations and mandates	Schedules time outside of the typical school day for teachers to support instruction and learning	Ensures teacher and organizational time is focused to support quality instruction and student learning	Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning	

Domain 4–Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
<p>Strategic Planning Process: Inquiry – gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success</p>	Makes decisions about whether or not to change the educational environment based on own impressions and beliefs	Collects and analyzes data and information pertinent to the educational environment	Collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	Engages in ongoing collection and analysis of data on the educational and information from diverse stakeholders to ensure continuous improvement	
<p>Culture – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders</p>	Considers the community as separate from the school	Provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	Promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources through diverse activities	Engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community’s diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning	
<p>Sustainability – a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future</p>	Identifies lack of family and caregiver involvement as a key explanation for lack of achievement	Takes actions intended to increase family and caregiver support for the school	Builds and sustains positive relationships with families and caregivers	Builds sustainable, positive relationships with families and caregivers and enables them to take significant roles in ongoing improvement efforts	

Domain 5—Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
Sustainability – a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	Associates “accountability with threats and blame for students’ academic and social difficulties	Focuses on accountability for academic and social success of students whose test results threaten the school’s standing	Ensures a system of accountability for every student’s academic and social success	Enables an approach to “accountability” that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to be responsible for every student’s academic and social success	
	Makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them	Makes decisions and takes actions without considering consequences, dealing with them if and when they occur	Considers and evaluates the potential moral and legal consequences of decision-making	Engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal, and ethical consequences of decisions and actions that support the greater good	
	Blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders	Assumes responsibility for decisions and actions related to mandates	Assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility	Promotes the resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school’s learning and work and align with its ethical and moral beliefs	
Culture – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	Mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others	Proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others	Models principles of self-awareness, reflective practice, transparency, and ethical behavior	Engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them	
	Pays lip service to values related to democracy, equity and diversity	Holds others accountable for upholding the values related to democracy, equity and diversity	Safeguards the values of democracy, equity and diversity	Provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity and diversity	
	Implements strategies that group and label students with specific needs, isolating them from the mainstream	Asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	Promotes social justice and ensures that individual student needs inform all aspects of schooling	Creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions	

Domain 6—Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
Sustainability – a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	Appears unaware of decisions affecting student learning made outside of own school or district	Reacts to district, state and national decisions affecting student learning	Acts to influence local, district, state and national decisions affecting student learning, within and beyond their own school and district	Engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, state and national decisions affecting the improvement of teaching and learning	
	Waits to be told how to respond to emerging trends or initiatives	Continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	Draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements	
Culture – attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	Advocates for self and own interests	Advocates for selected causes	Advocates for children, families, and caregivers	Guided by the school vision, enables self, children, families, and caregivers to successfully and appropriately advocate for themselves and one another	

Other–Goal Setting and Attainment

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
Uncovering Goals <ul style="list-style-type: none"> • Align • Define 	“does” goal setting in order to be in compliance with mandates or regulations	Completes goal setting activities to satisfy external expectations and assumptions about the connections between principal practice and student learning	Engages in the goal setting process as part of own professional improvement as related to improving student learning	Embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school’s current reality and the vision	
	Operates from own opinion and perceptions without attending to vision and data	Considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision	Works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment	Engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment	
	Extracts goals from own interests	Establishes goals that focus on improving teacher practice, and academic results and/or school learning environment	Creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning	Generates goals that maximize on the principal’s role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning	
	Goals are isolated action steps, unaligned to a goal that can actually be worked toward	Goals are broad, general, aspirational statements that are too big to be assessed	Goals are stated in ways that allow progress toward them to be assessed	Goals are expressed in statements that are both actionable and measurable	

Other–Goal Setting and Attainment (cont’d)

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
Strategic Planning <ul style="list-style-type: none"> • Prioritize • Strategize 	Considers goals in no particular order	Prioritizes goals based on own interests	Prioritizes goals by considering what can be gained by pursuing each	Prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-à-vis others	
	Changes commitment to goals as new ones emerge	Relies on own perspective to assert the importance and alignment of identified goals	Uses superintendent’s perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs	Uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs	
	Lists generic strategies that could apply to a variety of goals	Lists strategies that will be used to accomplish goals identified	Articulates strategies supporting actions, and reasons for selecting them	Articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions related to each, and evidence of strategy’s impact	
	States the benefits of attaining the goal(s)	Describes, in general terms, what successful goal attainment will look like and accomplish	Identifies anticipated specific measures of success for each goal	Describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between the current reality and the vision	
Taking Action <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	Refers in general to working towards goals, but is unable to articulate related steps or strategies	Identifies a series of individual actions for each goal without specifying whether the goals are long or short term	Creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term	Designs an action plan that clearly differentiates between long and short term goals and their associated steps and strategies	
	Speaks about taking actions, but has trouble committing or getting started	Implements the action plan quietly and privately	Implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well	Shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning	
	Changes goals to better match what is currently happening or uses what is happening to rationalize giving up	Adjusts goals and actions based on instinct self-perceptions	Monitors and refines goals and/or action steps, based on formative assessment of evidence collected	Seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan	

Other–Goal Setting and Attainment (cont’d)

	Ineffective – 1	Developing – 2	Effective – 3	Highly Effective – 4	Rating
Evaluating Attainment <ul style="list-style-type: none"> • Document <ul style="list-style-type: none"> ○ Insights ○ Accomplishments ○ New questions ○ Implications for moving forward • Next steps 	Documentation is a beginning and an end event and focuses on restating actions taken and noting obstacles to goal achievement	Sporadically documents thinking related to key moments, obstacles or achievements	Periodically documents own thinking and reactions to the progress made, obstacles encountered, and insights or questions that arise	Throughout the implementation of the action plan, systemically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences	
	Categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work	Evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved	Evaluates goal and goal attainment by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision	Taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning	
	Dismisses the possibility of using goals to define next steps	Considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve	Determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light of how successful the recent work was in making improvements	Engages stakeholders in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision	

Evaluators Comments:
Administrator Comments:

Administrator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Appendix B
 North Collins Central School District
 Multidimensional Principal Performance Rubric - Assessment Summary

Administrator:		Date of Evaluation:	
Building:		Evaluator:	
School Year:			

Domain	Total Possible Points	Total Actual Points	Comments
Domain 1 Shared Vision of Learning	8		
Domain 2 School Culture and Instructional Program	20		
Domain 3 Safe, Efficient, Effective Learning Environment	16		
Domain 4 Community	12		
Domain 5 Integrity, Fairness, Ethics	8		
Domain 6 Political, Social, Economic, Legal, and Cultural Context	8		
Goal Setting Uncovering Goals <ul style="list-style-type: none"> • Align • Define 	4		
Goal Setting Strategic Planning <ul style="list-style-type: none"> • Prioritize • Strategize 	4		
Goal Setting Taking Action <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	4		
Evaluating Attainment <ul style="list-style-type: none"> • Document • Next Steps 	4		
TOTAL SCORE	88		
NYS Score (from MPPR Conversion Chart)	60		

Administrator Signature: _____ Date: _____
 Evaluator Signature: _____ Date: _____

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Please attach any additional copies as needed.

For each Domain rating, the scores for the Components will be added together. Scores for multiple observations will be averaged. The Domain scores will be added to the Goal Setting scores for a total possible score of 88. That score will be converted according to the MPPR Conversion Chart.

If a principal is rated ineffective and all subcomponents are ineffective the score will be a zero (0).

North Collins Central School District
MPPR/NYS Conversion Chart

MPPR Raw Score	NYS Rounded Score		MPPR Raw Score	NYS Rounded Score
88	60		44	30
87	60		43	30
86	60		42	29
85	59		41	28
84	58		40	28
83	57		39	27
82	56		38	26
81	56		37	26
80	55		36	25
79	54		35	24
78	54		34	24
77	53		33	23
76	52		32	22
75	52		31	22
74	51		30	21
73	50		29	20
72	49		28	20
71	49		27	19
70	48		26	18
69	47		25	17
68	47		24	17
67	46		23	16
66	46		22	15
65	45		21	15
64	44		20	14
63	43		19	13
62	43		18	13
61	42		17	12
60	41		16	11
59	41		15	11
58	40		14	10
57	39		13	9
56	39		12	9
55	38		11	8
54	37		10	7
53	37		9	7
52	36		8	6
51	35		7	5
50	35		6	5
49	34		5	4
48	33		4	3
47	32		3	2
46	32		2	2
45	31		1	0

Appendix E

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 Achievement:

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.

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

- 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:

Jean D. Thomas 2/6/15

Teachers Union President Signature: Date:

Timothy J. Flanagan 2/6/15

Administrative Union President Signature: Date:

Anni Nitcoy 2/6/15

Board of Education President Signature: Date:

Mark R. Snow 2/10/15

