



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

Commissioner of Education
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January 7, 2015

Revised

Robert R. Ike, Superintendent
Palmyra-Macedon Central School District
151 Hyde Parkway
Palmyra, NY 14522

Dear Superintendent Ike:

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: Scott Bischooping

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 Thursday, July 18, 2013

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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 : 650901060000

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

650901060000

1.2) School District Name: PALMYRA-MACEDON CSD

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

PALMYRA-MACEDON CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, December 03, 2014

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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	District, regional, or BOCES-developed assessment	Palmyra-Macedon CSD-Developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Palmyra-Macedon CSD-Developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Palmyra-Macedon CSD-Developed Grade 2 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.

HEDI categories will be assigned to teachers based on their SLO. Individual student growth targets will be set by the teacher, with approval from an administrator, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target. ELA will be scored out of 20 points and will be

proportionally weighted based on the number of students within each SLO with the teacher's Math HEDI score to create a score out of 20 points.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Palmyra-Macedon CSD-Developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Palmyra-Macedon CSD-Developed Grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Palmyra-Macedon CSD-Developed Grade 2 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.	HEDI categories will be assigned to teachers based on their SLO. Individual student growth targets will be set by the teacher, with approval from an administrator, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target. Math will be scored out of 20 points and will be proportionally weighted based on the number of students within each SLO with the teacher's ELA HEDI score to create a score out of 20 points.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

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	Teachers are common branch teachers who will use the 6th grade State Assessments in ELA and Math for their State-growth scores.
7	District, regional or BOCES-developed assessment	Palmyra-Macedon CSD-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.	HEDI categories will be assigned to teachers based on their SLO. Individual student growth targets will be set by the teacher, with approval from an administrator, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

2.5) Grades 6-8 Social Studies

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

Social Studies	Assessment
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6	Not applicable	Teachers are common branch teachers who will use the 6th grade State Assessments in ELA and Math for their State-growth scores.
7	District, regional or BOCES-developed assessment	Palmyra-Macedon CSD-Developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Palmyra-Macedon CSD-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.	HEDI categories will be assigned to teachers based on their SLO. Individual student growth targets will be set by the teacher, with approval from an administrator, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

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	Palmyra-Macedon CSD-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.	HEDI categories will be assigned to teachers based on their SLO. Individual student growth targets will be set by the teacher, with approval from an administrator, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on their SLO. Individual student growth targets will be set by the teacher, with approval from an administrator, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

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.	HEDI categories will be assigned to teachers based on their SLO. Individual student growth targets will be set by the teacher, with approval from an administrator, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

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
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Grade 9 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Exam and NYS Examination in English Language Arts (Common Core)

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.	HEDI categories will be assigned to teachers based on their SLO. Individual student growth targets will be set by the teacher, with approval from an administrator, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

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
All other courses not named above	District, Regional or BOCES-developed	Palmyra-Macedon District Developed Grade Level Course Specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on their SLO. Individual student growth targets will be set by the teacher, with approval from an administrator, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/144591-TXEttx9bQW/2.11 State growth tables_1.pdf

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 controls.

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

Updated Wednesday, December 03, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>HEDI categories will be assigned to teachers based on the percentage of students in their building that show growth on the NWEA MAP Assessment for Reading. Growth will be defined as 1) students who score in the Hi Average and Hi range in the fall and remain in the Hi Average and Hi range, as determined by NWEA, after the spring administration of the test and 2) for students who score in the Low, Low Average, and Average range, an increase in a student’s RIT score within the compound standard error provided by NWEA between the fall and spring administration of the assessments. Student growth is determined by NWEA to be represented by a increase in RIT score.</p>
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- Low: Student is performing at the 19th percentile or lower
- LoAvg: Student is performing between the 20th and 39th percentiles
- Avg: Student is performing between the 40th and 59th percentiles
- HiAvg: Student is performing between the 60th and 79th percentiles
- High: Student is performing at the 80th percentile or higher

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100% (14-15 will be 90%-100% when value-added model is implemented by SED).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87% (8-13 will be 46%-89% when value-added model is implemented by SED).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42% (3-7 will be 16%-45% when value-added model is implemented by SED).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12% (0-2 will be 0%-15% when value-added model is implemented by SED).

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	Measures of Academic Progress (ELA)
5	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.	<p>Grades 4 & 5: HEDI categories will be assigned to teachers based on the percentage of all students in the Intermediate School building (grades 3-5) that show growth on the NWEA MAP Assessment for Reading.</p> <p>Grades 6-8: HEDI categories will be assigned to teachers based on the percentage of all students in the Middle School building (grades 6-8) that show growth on the NWEA MAP Assessment for Reading.</p> <p>For Grades 4-8, growth will be defined as 1) students who score</p>
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in the Hi Average and Hi range in the fall and remain in the Hi Average and Hi range, as determined by NWEA, after the spring administration of the test and 2) for students who score in the Low, Low Average, and Average range, an increase in a student's RIT score within the compound standard error provided by NWEA between the fall and spring administration of the assessments. Student growth is determined by NWEA to be represented by a increase in RIT score.

- Low: Student is performing at the 19th percentile or lower
- LoAvg: Student is performing between the 20th and 39th percentiles
- Avg: Student is performing between the 40th and 59th percentiles
- HiAvg: Student is performing between the 60th and 79th percentiles
- High: Student is performing at the 80th percentile or higher

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100% (14-15 will be 90%-100% when value-added model is implemented by SED).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87% (8-13 will be 46%-89% when value-added model is implemented by SED).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42% (3-7 will be 16%-45% when value-added model is implemented by SED).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12% (0-2 will be 0%-15% when value-added model is implemented by SED).

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/12149/569141-rhJdBgDruP/3.3 Local Measures tables.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Palmyra-Macedon CSD-Developed Kindergarten ELA assessment
1	6(ii) School-wide measure computed locally	Palmyra-Macedon CSD-Developed Grade 1 ELA assessment
2	6(ii) School-wide measure computed locally	Palmyra-Macedon CSD-Developed Grade 2 ELA assessment
3	6(ii) School-wide measure computed locally	Measures of Academic Progress (ELA)

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	K-2: HEDI scores will be assigned to teachers based on the percentage of the total students in the Primary School building
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.

(K-2) who are reading on grade level in the spring (example: 1st grade student reading on a 1st grade reading level). The reading level of each student will be determined by the district-developed post-assessment.

For Grade 3, HEDI categories will be assigned to teachers based on the percentage of all students in the Intermediate School building (grades 3-5) that show growth on the NWEA MAP Assessment for Reading. Growth will be defined as 1) students who score in the Hi Average and Hi range in the fall and remain in the Hi Average and Hi range, as determined by NWEA, after the spring administration of the test and 2) for students who score in the Low, Low Average, and Average range, an increase in a student's RIT score within the compound standard error provided by NWEA between the fall and spring administration of the assessments. Student growth is determined by NWEA to be represented by a increase in RIT score.

- Low: Student is performing at the 19th percentile or lower
- LoAvg: Student is performing between the 20th and 39th percentiles
- Avg: Student is performing between the 40th and 59th percentiles
- HiAvg: Student is performing between the 60th and 79th percentiles
- High: Student is performing at the 80th percentile or higher

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth/achievement for a HEDI score of 18-20 will be 88%-100%.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth/achievement for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth/achievement for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth/achievement for a HEDI score of 0-2 will be 0%-12%.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	PPalmyra-Macedon CSD-Developed Kindergarten ELA assessment
1	6(ii) School-wide measure computed locally	Palmyra-Macedon CSD-Developed Grade 1 ELA assessment
2	6(ii) School-wide measure computed locally	Palmyra-Macedon CSD-Developed Grade 2 ELA 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.

K-2: HEDI scores will be assigned to teachers based on the percentage of the total students in the Primary School building (K-2) who are reading on grade level in the spring (example: 1st grade student reading on a 1st grade reading level). The reading level of each student will be determined by the district-developed post-assessment.

For Grade 3, HEDI categories will be assigned to teachers based on the percentage of all students in the Intermediate School building (grades 3-5) that show growth on the NWEA MAP Assessment for Reading. Growth will be defined as 1) students who score in the Hi Average and Hi range in the fall and remain in the Hi Average and Hi range, as determined by NWEA, after the spring administration of the test and 2) for students who score in the Low, Low Average, and Average range, an increase in a student's RIT score within the compound standard error provided by NWEA between the fall and spring administration of the assessments. Student growth is determined by NWEA to be represented by a increase in RIT score. The assessment will be given during the students' ELA classes.

- Low: Student is performing at the 19th percentile or lower
- LoAvg: Student is performing between the 20th and 39th percentiles
- Avg: Student is performing between the 40th and 59th percentiles
- HiAvg: Student is performing between the 60th and 79th percentiles
- High: Student is performing at the 80th percentile or higher

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

The percentage of students that are needed to show growth/achievement for a HEDI score of 18-20 will be 88%-100%.

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

The percentage of students that are needed to show growth/achievement for a HEDI score of 9-17 will be 43%-87%.

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

The percentage of students that are needed to show growth/achievement for a HEDI score of 3-8 will be 13%-42%.

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

The percentage of students that are needed to show growth/achievement for a HEDI score of 0-2 will be 0%-12%.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.	<p>HEDI categories will be assigned to teachers based on the percentage of all students in the Middle School building (grades 6-8) that show growth on the NWEA MAP Assessment for Reading. Growth will be defined as 1) students who score in the Hi Average and Hi range in the fall and remain in the Hi Average and Hi range, as determined by NWEA, after the spring administration of the test and 2) for students who score in the Low, Low Average, and Average range, an increase in a student's RIT score within the compound standard error provided by NWEA between the fall and spring administration of the assessments. Student growth is determined by NWEA to be represented by a increase in RIT score. The assessment will be given during the students' ELA classes.</p> <ul style="list-style-type: none"> • Low: Student is performing at the 19th percentile or lower • LoAvg: Student is performing between the 20th and 39th percentiles • Avg: Student is performing between the 40th and 59th percentiles • HiAvg: Student is performing between the 60th and 79th percentiles • High: Student is performing at the 80th percentile or higher
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI categories will be assigned to teachers based on the percentage of all students in the Middle School building (grades 6-8) that show growth on the NWEA MAP Assessment for Reading. Growth will be defined as 1) students who score in the Hi Average and Hi range in the fall and remain in the Hi Average and Hi range, as determined by NWEA, after the spring administration of the test and 2) for students who score in the Low, Low Average, and Average range, an increase in a student's RIT score within the compound standard error provided by NWEA between the fall and spring administration of the assessments. Student growth is determined by NWEA to be represented by a increase in RIT score. The assessment will be given during the students' ELA classes.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<ul style="list-style-type: none"> • Low: Student is performing at the 19th percentile or lower • LoAvg: Student is performing between the 20th and 39th percentiles • Avg: Student is performing between the 40th and 59th percentiles • HiAvg: Student is performing between the 60th and 79th percentiles • High: Student is performing at the 80th percentile or higher
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

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
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Global 1	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.
Global 2	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.
American History	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.

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 indicated Regents assessments will be used to measure achievement in a single school year. The HEDI score will be determined by the percentage of students school wide who receive 65 points out of the possible 100 points or higher on the exams listed above for the current school year. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 18-20 will be 90%-100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 9-17 will be 81%-89%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 3-8 will be 65%-80%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 0-2 will be 0%-64%.

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
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Living Environment	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.
Earth Science	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.
Chemistry	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.
Physics	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.

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 indicated Regents assessments will be used to measure achievement in a single school year. The HEDI score will be determined by the percentage of students school wide who receive 65 points out of the possible 100 points or higher on the exams listed above for the current school year. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 18-20 will be 90%-100%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 9-17 will be 81%-89%.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 3-8 will be 65%-80%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 0-2 will be 0%-64%.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.
Geometry	6(ii) School wide measure computed locally	RNYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.
Algebra 2	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.

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 indicated Regents assessments will be used to measure achievement in a single school year. The HEDI score will be determined by the percentage of students school wide who receive 65 points out of the possible 100 points or higher on the exams listed above for the current school year. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 18-20 will be 90%-100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 9-17 will be 81%-89%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 3-8 will be 65%-80%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 0-2 will be 0%-64%.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.

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.	The indicated Regents assessments will be used to measure achievement in a single school year. The HEDI score will be determined by the percentage of students school wide who receive 65 points out of the possible 100 points or higher on the exams listed above for the current school year. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 18-20 will be 90%-100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 9-17 will be 81%-89%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 3-8 will be 65%-80%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students meeting or exceeding the achievement benchmark for a HEDI score of 0-2 will be 0%-64%.

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
All other K-2 teachers not named above	6(ii) School wide measure computed locally	Palmyra-Macedon CSD-Developed Kindergarten, 1st Grade, 2nd Grade ELA assessments
All other 3-8 teachers not named above	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
All other 9-12 teachers not named above	6(ii) School wide measure computed locally	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>K-2: HEDI scores will be assigned to teachers based on the percentage of the total students in the Primary School building (K-2) who are reading on grade level in the spring (example: 1st grade student reading on a 1st grade reading level). The reading level of each student will be determined by the district-developed post-assessment.</p> <p>3-8: HEDI categories will be assigned to teachers based on the percentage of all students in the Intermediate School building (grades 3-5) and Middle School (grades 6-8) that show growth on the NWEA MAP Assessment for Reading. Growth will be defined as 1) students who score in the Hi Average and Hi range in the fall and remain in the Hi Average and Hi range, as determined by NWEA, after the spring administration of the test and 2) for students who score in the Low, Low Average, and Average range, an increase in a student’s RIT score within the compound standard error provided by NWEA between the fall and spring administration of the assessments. Student growth is determined by NWEA to be represented by an increase in RIT score.</p> <ul style="list-style-type: none"> • Low: Student is performing at the 19th percentile or lower • LoAvg: Student is performing between the 20th and 39th percentiles • Avg: Student is performing between the 40th and 59th percentiles
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- HiAvg: Student is performing between the 60th and 79th percentiles
- High: Student is performing at the 80th percentile or higher

9-12: The indicated Regents assessments will be used to measure achievement in a single school year. The HEDI score will be determined by the percentage of students school wide who receive 65 points out of the possible 100 points or higher on the exams listed above for the current school year. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	K-2: The percentage of students that are needed to show achievement for a HEDI score of 18-20 will be 88%-100%. 3-8: The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%. 9-12: The percentage of students that are needed to show achievement for a HEDI score of 18-20 will be 90%-100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-2: The percentage of students that are needed to show achievement for a HEDI score of 9-17 will be 43%-87%. 3-8: The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%. 9-12: The percentage of students that are needed to show achievement for a HEDI score of 9-17 will be 81%-89%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-2: The percentage of students that are needed to show achievement for a HEDI score of 3-8 will be 13%-42%. 3-8: The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%. 9-12: The percentage of students that are needed to show achievement for a HEDI score of 3-8 will be 65%-80%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-8: The percentage of students that are needed to show achievement for a HEDI score of 0-2 will be 0%-12%. 3-8: The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%. 9-12: The percentage of students that are needed to show achievement for a HEDI score of 0-2 will be 0%-64%.

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/12149/569141-y92vNseFa4/3.13 20 point only Local Measures tables.pdf

3.14) Locally Developed Controls

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

No controls.

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.

Teachers will only have one Locally Selected Measure, either the Palmyra-Macedon locally developed assessment in Reading (K-2), NWEA MAP Assessment in Reading (3-8), or the five gateway Regents exams .

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 Monday, October 06, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
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Second Rubric, if applicable	Not Applicable
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4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
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	25

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be assigned points to determine the HEDI rating for "other measures" by combining their scores from their formal announced observation(s), unannounced observation, and Collection of Evidence. All observations will account for 35 points, and the Collection of Evidence will account for 25 points. Teachers will be assigned points for each rubric component (domains) associated with the topics listed above.

For observations, a score out of 35 will be given to each teacher. The observation score will be calculated by taking all the sub-components associated with the multiple observations, adding the points, dividing by the total possible points, and multiplying by 0.35. When a sub-component is rated more than once over multiple observations, the multiple ratings will be averaged to create a final score for that sub-component.

For Collection of Evidence, a score out of 25 will be given to each teacher. The single observation score will be calculated by taking all the components associated with the multiple observations, adding the points, dividing by the total possible points, and multiplying by 0.25.

A rubric element that is Highly Effective is worth 4 points, Effective is worth 3 points, Developing is worth 2 points, and Ineffective is worth 1 point. The points for all the topics above will be combined, divided by 0.6, and multiplied by 4 to get a raw score. The raw score will then be converted to a processed score using a conversion chart. The processed score will be combined with a teacher's State growth and Local Measures scores to equal their overall score and HEDI rating between 0 and 100.

The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

If rated Ineffective in all components, a HEDI score of zero (0) will be the result.

Rounding Rule: Scores will be rounded up as according to normal rounding rules. An exception to this rule is if the rounding up of a score will allow a teacher to move from one HEDI rating category to another. If this is the case, the score will be rounded down.

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/12179/569142-eka9yMJ855/4.5 Other Measures Conversion Scale.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teacher will have to receive a Highly Effective rating on a majority of the components in the Danielson's Rubrics to receive a rating of Highly Effective for Other Measures of Effectiveness. A teachers Other Measures of Effective score will be a combination of their Classroom Observation score and Collection of Evidence score to create a raw score. This raw score will be compared to a scale and the Processed Score will be used as the teacher's final score for their Other Measures of Effectiveness.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher will have to receive an Effective rating on a majority of the components in the Danielson's Rubrics to receive a rating of Effective for Other Measures of Effectiveness. A teachers Other Measures of Effective score will be a combination of their Classroom Observation score and Collection of Evidence score to create a raw score. This raw score will be compared to a scale and the Processed Score will be used as the teacher's final score for their Other Measures of Effectiveness.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher will have to receive a Developing rating on a majority of the components in the Danielson's Rubrics to receive a rating of Developing for Other Measures of Effectiveness. A teachers Other Measures of Effective score will be a combination of their Classroom Observation score and Collection of Evidence score to create a raw score. This raw score will be compared to a scale and the Processed Score will be used as the teacher's final score for their Other Measures of Effectiveness.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher will have to receive an Ineffective rating on a majority of the components in the Danielson's Rubrics to receive a rating of Ineffective for Other Measures of Effectiveness. A teachers Other Measures of Effective score will be a combination of their Classroom Observation score and Collection of Evidence score to create a raw score. This raw score will be compared to a scale and the Processed Score will be used as the teacher's final score for their Other Measures of Effectiveness.

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	3
Informal/Short	1
Enter Total	4

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?

- Both

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	2
Informal/Short	0

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?

-
- Both
-

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

-
- Not Applicable
-

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

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Updated Tuesday, September 09, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/144749-Df0w3Xx5v6/Pal-Mac TIP 06082012.pdf

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:

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.

Appeals will be limited to non-tenured teachers receiving an overall rating of "ineffective" and to tenured teachers receiving an overall rating of "ineffective" or developing".

Appeals concerning a teacher's performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) calendar days after the date when the teacher receives his/her performance review. Within ten (10) calendar days of the Superintendent's receipt of an appeal, the lead evaluator responsible for the performance review being appealed shall submit to the Superintendent a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed. The Superintendent shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.

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

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

All lead evaluators are trained and have passed the Teachscape Framework for Teaching Proficiency Exam (Danielson). This certification will be a 30-hour program. The Palmyra-Macedon Central School District is supported by a Network Team Equivalent through the Wayne-Finger Lakes BOCES. Lead evaluators will participate in approximately 240 hours of training aligned to student engagement, constructivism, and evidence-based observation provided by the Network Team Equivalent trainers. All lead evaluators will participate in ongoing training in all nine required components as required by the Board of Regents. All lead evaluators engage in on-going inter-rater reliability exercises, walkthrough and observation simulations, and an in-depth study of Leverage Leadership, totaling approximately 30 hours.

All administrators will complete 3 hours of training in evidence-based observation (Leverage Leadership).

All administrators responsible for observing and evaluating teachers will be re-certified annually by the Board of Education.

Our district will only be utilizing Lead Evaluators.

Lead evaluator training will include the nine required elements outline in Section 30-2.9b of the Commissioner's Regulations.

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)

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

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

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

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

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

3-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	District, regional, or BOCES-developed	Palmyra-Macedon-Developed Math (K, 1st, 2nd) and ELA (K, 1st, 2nd) 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.	HEDI categories will be assigned to principals based on their SLO. Growth targets will be set by the principal, with approval from the superintendent, using the data gained from the pre-assessment and/or other sources. Growth will be defined as a student meeting their individual target score on the spring post-assessment. HEDI scores will be assigned by the percentage of students meeting their individual growth target. ELA will be scored out of 20 points and will be proportionately
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weighted based on the number of students within each SLO with the principal's Math HEDI score to create a score out of 20 points.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

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/5365/144750-lha0DogRNw/7.3 State growth tables_2.pdf](#)

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 controls.

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:	Checked

<http://www.engageny.org/resource/student-learning-objectives-guidance-document>.

7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. Checked

8. Local Measures (Principals)

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Updated Wednesday, December 03, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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
3-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
9-12	(d) measures used by district for teacher evaluation	NYS Regents exams: NYS Common Core Algebra, NYS Integrated Algebra, NYS Global Studies, NYS U.S. History, NYS Comprehensive English, NYS Examination in English Language Arts (Common Core), NYS Living Environment.

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>3-8: HEDI categories will be assigned based on the percentage of all students in the Intermediate School building (grades 3-5) and Middle School (grades 6-8) that show growth on the NWEA MAP Assessment for Reading. Growth will be defined as 1) students who score in the Hi Average and Hi range in the fall and remain in the Hi Average and Hi range, as determined by NWEA, after the spring administration of the test and 2) for students who score in the Low, Low Average, and Average range, an increase in a student's RIT score within the compound standard error provided by NWEA between the fall and spring administration of the assessments. Student growth is determined by NWEA to be represented by an increase in RIT score.</p> <ul style="list-style-type: none"> • Low: Student is performing at the 19th percentile or lower • LoAvg: Student is performing between the 20th and 39th
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percentiles

- Avg: Student is performing between the 40th and 59th percentiles
- HiAvg: Student is performing between the 60th and 79th percentiles
- High: Student is performing at the 80th percentile or higher

9-12: The indicated Regents assessments will be used to measure achievement in a single school year. The HEDI score will be determined by the percentage of students school wide who receive 65 points or higher out of the possible 100 points on the exams listed above for the current school year. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for principal evaluations so long as permitted by SED.

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

3-8: The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100% (14-15 will be 90%-100% when value-added model is implemented by SED).
9-12: The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 90%-100% (14-15 will be 90%-100% when value-added model is implemented by SED).

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

3-8: The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87% (8-13 will be 46%-89% when value-added model is implemented by SED).
9-12: The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 81%-89% (8-13 will be 81%-89% when value-added model is implemented by SED).

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

3-8: The percentage of students that are needed to show growth for a HEDI score of 3-8 when value-added model is implemented by SED) will be 13%-42% (3-7 will be 16%-45% when value-added model is implemented by SED).
9-12: The percentage of students that are needed to show growth for a HEDI score of 3-8 when value-added model is implemented by SED) will be 65%-80% (3-7 will be 65%-80% when value-added model is implemented by SED).

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

3-8: The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12% (0-2 will be 0%-15% when value-added model is implemented by SED).
9-12: The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-64% (0-2 will be 0%-64% when value-added model is implemented by SED).

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.

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
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K-2	(d) measures used by district for teacher evaluation	Palmyra-Macedon CSD-Developed Kindergarten, 1st grade, and 2nd grade Reading assessment
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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.	HEDI categories will be assigned to the principal based on the percentage of the total students in the Primary School building (K-2) who are reading on grade level in the spring (example: 1st grade student reading on a 1st grade reading level). The achievement target is set by the principal with the approval of the superintendent. The reading level of each student will be determined by the district-developed post-assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 18-20 will be 88%-100%.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 9-17 will be 43%-87%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 3-8 will be 13%-42%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students that are needed to show growth for a HEDI score of 0-2 will be 0%-12%.

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

(No response)

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

[assets/survey-uploads/12190/569146-T8MIGWUVm1/8.1 & 8.2 HEDI Tables and Graphics for Local Measures 2014-2014.pdf](#)

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 controls.

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.

Principals will not have more than one locally selected measure. Their score will be determined by the total number of students who show growth from the fall administration to the spring administration of the locally-developed assessment, NWEA MAP Assessment for Reading, or the gateway Regents exams.

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 APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, December 03, 2014

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9.1) Principal Practice Rubric

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

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.

Principals will be assigned points for each indicator. A rubric indicator that is Highly Effective is worth 4 points, Effective is worth 3 points, Developing is worth 2 points, and Ineffective is worth 1 point. Each of the 45 indicators will be rated out of 4 points. The score for each indicator will be based on the totality of evidence collected over multiple school visits. The total point accumulated from the 45 indicators will be divided by the total possible number of points (180 points). That number will be multiplied by 60 to calculate the raw score. The raw score will then be converted to a processed score using the approved conversion chart. If a principal receives an Ineffective (1 point) for each of the 45 indicators, their Overall Other Measures sub-component score will equal zero (0).

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

<assets/survey-uploads/12205/569147-pMADJ4gk6R/9.7 Principal's Scoring Rubric 2014-2015.pdf>

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

Highly Effective: Overall performance and results exceed standards.	Principals will have to receive a Highly Effective rating on a majority of the components in the Multidimensional Principal Performance Rubric (MPPR) to receive a rating of Highly Effective for Other Measures of Effectiveness. This raw score will be compared to a scale and the Processed Score will be used as the principal's final score for their Other Measures of Effectiveness
Effective: Overall performance and results meet standards.	Principals will have to receive an Effective rating on a majority of the components in the Multidimensional Principal Performance Rubric (MPPR) to receive a rating of Effective for Other Measures of Effectiveness. This raw score will be compared to a scale and the Processed Score will be used as the principal's final score for their Other Measures of Effectiveness.

Developing: Overall performance and results need improvement in order to meet standards.	Principals will have to receive a Developing rating on a majority of the components in the Multidimensional Principal Performance Rubric (MPPR) to receive a rating of Developing for Other Measures of Effectiveness. This raw score will be compared to a scale and the Processed Score will be used as the principal's final score for their Other Measures of Effectiveness.
Ineffective: Overall performance and results do not meet standards.	Principals will have to receive an Ineffective rating on a majority of the components in the Multidimensional Principal Performance Rubric (MPPR) to receive a rating of Ineffective for Other Measures of Effectiveness. This raw score will be compared to a scale and the Processed Score will be used as the principal's final score for their Other Measures of Effectiveness.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, July 18, 2013

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, September 09, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/144988-Df0w3Xx5v6/Pal-Mac LIP.pdf](#)

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:

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

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures.

Appeals concerning a principal's performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the principal receives his/her performance review. The date of receipt of the performance review will be documented by the date of the principal and lead evaluator conference. The written appeal will be date stamped by the District Office secretary upon receipt. The District Office secretary will send an email to the principal confirming the date of receipt. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal's right to appeal that performance review.

A principal wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. The Superintendent may submit such written response and other evidence to the appeal as he/she deems appropriate within ten (10) calendar days of receipt of the written appeal.

Appeals by a non-tenured principal or by a tenured principal who has received an overall rating of "highly effective" or "effective" in the prior school year shall be determined by a reviewer pursuant to paragraph "A" below. Appeals by a tenured principal who has received an overall rating of "ineffective" or "developing" in the prior school year shall be determined by an independent appeal officer pursuant to paragraph "B". Appeals will be limited to non-tenured principals who receive an overall rating of "ineffective" and to tenured principals who receive an overall rating of "ineffective" or "developing".

A. Within ten (10) calendar days of the receipt of the written appeal, the Superintendent shall appoint a reviewer to evaluate the appeal, who may be an employee of the District. Any cost associated with the appointment of a reviewer will be equally shared between the District and PMAA.

1. The reviewer shall perform any investigation he/she deems necessary, consider the evidence and issue a written decision to the Superintendent and the Principal on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.

2. The decision of the reviewer shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the reviewer shall not be subject to any further appeal.

3. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the reviewer. This performance review may not be reviewed or appealed under this procedure.

B. Within ten (10) calendar days of the receipt of the written appeal and after consultation with the PMAA the Superintendent shall appoint an independent appeal officer to evaluate the appeal. Any cost associated with the appointment of an independent appeal officer will be equally shared between the District and PMAA.

1. The independent appeal officer shall not be an employee of the District and shall be a current administrator holding NY certification to act as a district-wide administrator or a retired administrator who has received NYS certification to act as a district-wide administrator.

2. The independent appeal officer shall perform any investigation he/she deems necessary, consider the evidence and issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.

3. The decision of the independent appeal officer shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the appeals officer shall not be subject to any further appeal.

4. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the independent appeals officer. This performance review may not be reviewed or appealed under this procedure.

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.

All lead evaluators of principals have been trained in the Multidimensional Principal Performance Rubric. The Palmyra-Macedon Central School District is supported by a Network Team Equivalent through the Wayne-Finger Lakes BOCES. Lead evaluators will participate in approximately 240 hours of training aligned to student engagement, constructivism, and evidence-based observation provided by the Network Team Equivalent trainers. All lead evaluators will participate in ongoing training in all nine required components. All lead evaluators engage in on-going inter-rater reliability exercises, walkthrough and observation simulations, and an in-depth study of Leverage Leadership, totaling approximately 30 hours.

In addition, lead evaluators of principals will participate in training provided by the Leadership for Educational Achievement Foundation (LEAF) for approximately 16 hours. The training focuses on the nine required components.

Finally, approximately 3 hours of training by the W-FL BOCES will be provided for inter-rater reliability, specifically for the Multidimensional Principal Performance Rubric.

All administrators responsible for observing and evaluating principals will be certified or re-certified annually by the Board of Education.

The District will only be utilizing Lead Evaluators.

Lead evaluator training will address the nine required elements outlined in Section 30-2.9b of the Commissioner's Regulations.

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 Monday, July 21, 2014

Updated Tuesday, December 30, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1469172-3Uqgn5g9Iu/District Certification sent 12302014.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.

2.11 HEDI Tables or Graphics for Growth on State Assessments or Comparable Measures for Teachers

HEDI Scoring Scale out of 20 points to be used to determine SLO's

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9
100-98%	97-93%	92-88%	87-83%	82-78%	77-73%	72-68%	67-63%	62-58%	57-53%	52-48%	47-43%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
42-38%	37-33%	32-28%	27-23%	22-18%	17-13%	12-8%	7-3%	2-0%

3.3) HEDI Tables and Graphics for Local Measures

HEDI Scoring Scale out of 20 points to be used to determine local measures.

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
100-98%	97-93%	92-88%	87-83%	82-78%	77-73%	72-68%	67-63%	62-58%	57-53%	52-48%	47-43%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
42-38%	37-33%	32-28%	27-23%	22-18%	17-13%	12-8%	7-3%	2-0%

HEDI Scoring Scale out of 15 points when value-added is approved to be used to determine local measures.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96%	95-90%	89-83%	82-76%	75-68%	67-61%	60-53%	52-46%	45-40%	39-34%	33-28%	27-22%	21-16%	15-10%	9-4%	3-0%

3.13) HEDI Tables and Graphics for Local Measures

K-8

HEDI Scoring Scale out of 20 points to be used to determine local measures.

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
100-98%	97-93%	92-88%	87-83%	82-78%	77-73%	72-68%	67-63%	62-58%	57-53%	52-48%	47-43%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
42-38%	37-33%	32-28%	27-23%	22-18%	17-13%	12-8%	7-3%	2-0%

9-12

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
100-97%	96-93%	92-90%	89%	88%	87%	86%	85%	84%	83%	82%	81%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
80-78%	77-76%	75-73%	72-70%	69-68%	67-65%	64-32%	31-1%	0%

4.5 Other Measures Conversion Scale

Teacher Conversion Scale	Overall Rubric Average Score	60 point distribution for composite
Level		
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

Rubric Score to Sub-Component Conversion Chart

Ineffective 0-49	
Total Average Rubric Score	Conversion score for composite
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31

1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Developing 50-56	
Total Average Rubric Score	Conversion score for composite
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3

Effective 57-58	
Total Average Rubric Score	Conversion score for composite
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8

Highly Effective 59-60	
Total Average Rubric Score	Conversion score for composite
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

APPENDIX N: TEACHER IMPROVEMENT PLAN (TIP)

CAREER LEVEL
<input type="checkbox"/> Contract Substitute
<input type="checkbox"/> 1 st Year Probationer
<input type="checkbox"/> 2 nd Year Probationer
<input type="checkbox"/> 3 rd Year Probationer
<input type="checkbox"/> Tenured
<input type="checkbox"/> Other

DATE *FINAL EVALUATION* CONDUCTED: _____

Purpose: The goal of a Teacher Improvement Plan is to improve performance and professional growth. A TIP is not a disciplinary action. The NYS Commissioner’s Regulation (30-2.10) requires that any teacher with an overall annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher, and union representation shall be afforded at the teacher’s request. Opportunities throughout a mutually agreed upon timeline will be provided for the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) to meet to assess the teacher’s growth toward achieving the goals set forth in the TIP. At the completion of the timeline, a final meeting will occur during which an overall assessment of the teacher’s growth and performance will be discussed, and it will be determined whether the TIP will continue, a summary document will be provided to bring the TIP to a close, or other action will be taken.

Teacher: _____

Tenure Area: _____

School(s) _____

Position: _____

<u>S</u> PECIFIC	<u>M</u> EA ^S URABLE AND <u>A</u> TTAINABLE	<u>R</u> ESULT-ORIENTED	<u>T</u> IMELINE	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	MEASUREABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	TIMELINE FOR ACHIEVING IMPROVEMENT	
Choose an item.				
Choose an item.				
Choose an item.				

I have read this report and understand that a copy will be placed in my official personnel file.

Teacher's Signature

Date

Supervising Administrator's Signature

Date

7.3 HEDI Tables or Graphics for Growth on State Assessments or Comparable Measures for Principals

HEDI Scoring Scale out of 20 points to be used to determine SLO's

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9
100-98%	97-93%	92-88%	87-83%	82-78%	77-73%	72-68%	67-63%	62-58%	57-53%	52-48%	47-43%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
42-38%	37-33%	32-28%	27-23%	22-18%	17-13%	12-8%	7-3%	2-0%

8.1 & 8.2) HEDI Tables and Graphics for Local Measures

HEDI Scoring Scale out of 20 points to be used to determine local measures.

K-2, 3-5, 6-8

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
100-98%	97-93%	92-88%	87-83%	82-78%	77-73%	72-68%	67-63%	62-58%	57-53%	52-48%	47-43%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
42-38%	37-33%	32-28%	27-23%	22-18%	17-13%	12-8%	7-3%	2-0%

HEDI Scoring Scale out of 15 points when value-added is approved to be used to determine local measures.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96%	95-90%	89-83%	82-76%	75-68%	67-61%	60-53%	52-46%	45-40%	39-34%	33-28%	27-22%	21-16%	15-10%	9-4%	3-0%

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
100-97%	96-93%	92-90%	89%	88%	87%	86%	85%	84%	83%	82%	81%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
80-78%	77-76%	75-73%	72-70%	69-68%	67-65%	64-32%	31-1%	0%

HEDI Scoring Scale out of 15 points when value-added is approved to be used to determine local measures.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING				
15	14	13	12	11	10	9	8	7	6	5	4	3
100-97%	96-90%	89%	88-87%	86%	85-84%	83-82%	81%	80-76%	75-73%	72-70%	69-68%	67-65%

INEFFECTIVE		
2	1	0
64-32%	31-1%	0%

8.1 & 8.2) HEDI Tables and Graphics for Local Measures

HEDI Scoring Scale out of 20 points to be used to determine local measures.

K-2, 3-5, 6-8

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
100-98%	97-93%	92-88%	87-83%	82-78%	77-73%	72-68%	67-63%	62-58%	57-53%	52-48%	47-43%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
42-38%	37-33%	32-28%	27-23%	22-18%	17-13%	12-8%	7-3%	2-0%

HEDI Scoring Scale out of 15 points when value-added is approved to be used to determine local measures.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96%	95-90%	89-83%	82-76%	75-68%	67-61%	60-53%	52-46%	45-40%	39-34%	33-28%	27-22%	21-16%	15-10%	9-4%	3-0%

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
100-97%	96-93%	92-90%	89%	88%	87%	86%	85%	84%	83%	82%	81%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
80-78%	77-76%	75-73%	72-70%	69-68%	67-65%	64-32%	31-1%	0%

HEDI Scoring Scale out of 15 points when value-added is approved to be used to determine local measures.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING				
15	14	13	12	11	10	9	8	7	6	5	4	3
100-97%	96-90%	89%	88-87%	86%	85-84%	83-82%	81%	80-76%	75-73%	72-70%	69-68%	67-65%

INEFFECTIVE		
2	1	0
64-32%	31-1%	0%

Principal Scoring Rubric for "Other Measures" (60 points)

Principal:

School Year :

Domain 1 - Shared Vision of Learning		Domain 2 - School Culture and Instructional Program		Domain 3 - Safe, Efficient, Effective Learning Environment		Domain 4 - Community	
Components	Component Score	Components	Component Score	Components	Component Score	Components	Component Score
Culture		Culture		Capacity Building		Strategic Planning Process	
Sustainability		Instructional Program		Culture		Culture	
		Capacity Building		Sustainability		Sustainability	
		Sustainability		Instructional Program			
		Strategic Planning Process					

Domain 5 - Integrity, Fairness, Ethics		Domain 6 - Political, Social, Economic, Legal, and Cultural Context		Other: Goal Setting and Attainment	
Components	Component Score	Components	Component Score	Components	Component Score
Sustainability		Sustainability		Uncovering Goals	
Culture		Culture		Strategic Planning	
				Taking Action	
				Evaluating Attainment	

Document 2: Annual Professional Performance Review Summary for Principals

Principal: #N/A

School Year: #N/A

Total Rubric Points	0
Percent of total points possible	0
Multiply by 60% for Raw Score	0

Scale	
Highly Effective	4
Effective	3
Developing	2
Ineffective	1

State Assessment Score	Local Assessment Score	"Other Measures" Processed Score	Overall Composite Score	Overall HEDI Rating
			0	

Rating for Other Measures	Raw Score Scale	Processed Score Scale	SED Total Score Scale
Highly Effective	51-60	59-60	91-100
Effective	39-50	57-58	75-90
Developing	24-38	50-56	65-74
Ineffective	0-23	0-49	0-64

Dates:	
Pre-conference and Announced Observation	
Announced Observation Post-conference	
Unannounced Observation	
Unannounced Observation Post-conference	
Summative Conference:	

*Principals may add additional comments on a separate page and attach them to this document

**Please sign and return this form to your administrator no later than five (5) days after the first day students are in session

Summary:

Signature of Principal: _____ Date: _____

Signature of Administrator: _____ Date: _____

Conversion Chart for Processed "Other Measures" Score

Rating for Other Measures	Raw Score Scale	Processed Score Scale
Highly Effective	51-60	59-60
Effective	39-50	57-58
Developing	24-38	50-56
Ineffective	0-23	0-49

Raw Score	Processed Score	HEDI
60	60	H
59	60	H
58	60	H
57	60	H
56	60	H
55	59	H
54	59	H
53	59	H
52	59	H
51	59	H
50	58	E
49	58	E
48	58	E
47	58	E
46	58	E
45	58	E
44	57	E
43	57	E
42	57	E
41	57	E
40	57	E
39	57	E
38	56	D
37	56	D
36	55	D
35	55	D
34	54	D
33	54	D
32	53	D
31	53	D

Raw Score	Processed Score	HEDI
30	52	D
29	52	D
28	51	D
27	51	D
26	51	D
25	50	D
24	50	D
23	49	I
22	48	I
21	47	I
20	46	I
19	45	I
18	44	I
17	42	I
16	40	I
15	38	I
14	36	I
13	34	I
12	32	I
11	30	I
10	28	I
9	26	I
8	24	I
7	22	I
6	19	I
5	16	I
4	14	I
3	11	I
2	7	I
1	3	I
0	0	I

LEADERSHIP IMPROVEMENT PLAN (LIP)

CAREER LEVEL

<input type="checkbox"/> 1 st Year Probationer
<input type="checkbox"/> 2 nd Year Probationer
<input type="checkbox"/> 3 rd Year Probationer
<input type="checkbox"/> Tenured
<input type="checkbox"/> Other

DATE FINAL EVALUATION CONDUCTED: _____

Purpose: The goal of a Leadership Improvement Plan (LIP) is to improve performance and professional growth. The NYS Commissioner's Regulation (30-2.10) requires that leaders with an annual professional performance review rated as Developing or Ineffective shall receive a Leadership Improvement Plan. A LIP shall be developed in consultation with the administrator and the presence of a union representative shall be afforded at the administrator's request. A LIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the administrator, lead evaluator, and a union representative (if requested) shall meet to assess the effectiveness of the LIP in assisting the administrator to achieve the goals set forth in the LIP. Based on the outcome of this assessment, the LIP shall be modified accordingly.

Administrator: _____

Position: _____

<u>S</u> PECIFIC ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	<u>M</u> EASURABLE AND <u>A</u> TTAINABLE MEASUREABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	<u>R</u> ESULT-ORIENTED EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	<u>T</u> IMELINE TIMELINE FOR ACHIEVING IMPROVEMENT	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT

I have read this report and understand that a copy will be placed in my official personnel file.

Administrator's Signature

Date

Lead Evaluator's Signature

Date

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:

Keith She 12/9/14

Teachers Union President Signature: Date:

Jane R 12/12/14

Administrative Union President Signature: Date:

Jan C. Kennedy 12/9/14

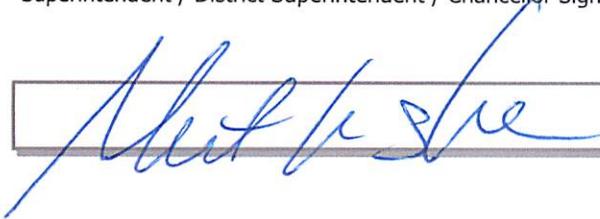
Board of Education President Signature: Date:

Sharon M Lang 12/9/14

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

 12/30/14