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

Commissioner of Education
President of the University of the State of New York
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November 7, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Joseph J. Marinelli

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, June 21, 2012
Updated Friday, September 28, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

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

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

(No response)

1.4) Award Classification

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

- Strengthening Teacher and Leader Effectiveness RFP (NYSED)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, June 21, 2012
Updated Wednesday, October 17, 2012

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Palmyra-Macedon district-approved Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Palmyra-Macedon district-approved Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Palmyra-Macedon district-approved 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on the SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing in score from the fall pre-assessment to the spring post-assessment. ELA will be scored out of 20 points and averaged 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.

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Palmyra-Macedon district-approved Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Palmyra-Macedon district-approved Grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Palmyra-Macedon district-approved 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on the SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing in score from the fall pre-assessment to the spring post-assessment. Math will be scored out of 20 points and averaged 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 district-approved Grade 7 Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on their SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing in score from the fall pre-assessment to the spring post-assessment.
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
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 district-approved Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Palmyra-Macedon district-approved Grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on their SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing in score from the fall pre-assessment to the spring post-assessment.
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 district-approved 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on their SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing in score from the fall pre-assessment to the spring post-assessment.
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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on their SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing in score from the fall pre-assessment to the spring post-assessment.
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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on their SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing in score from the fall pre-assessment to the spring post-assessment.
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
Grade 9 ELA	State approved 3rd party assessment	Measures of Academic Progress – ELA Grade 9
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress – ELA Grade10
Grade 11 ELA	Regents assessment	ELA Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on their SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing in score from the fall pre-assessment to the spring post-assessment.
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" .

Course(s) or Subject(s)	Option	Assessment
French 3	State Assessment	French Regents Exam
Spanish 3	State Assessment	Spanish Regents Exam
All other teachers 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned to teachers based on their SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing in score from the fall pre-assessment to the spring post-assessment.
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-TXEtxx9bQW/2.11 State growth tables_1.pdf

2.12) Locally Developed Controls

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

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

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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

6	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)
7	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)
8	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	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 a student increasing in score from the fall assessment to the spring assessment.
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 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).
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	HEDI categories will be assigned to teachers who teach 7th and 8th grade Math based on the percentage of students in their building that show growth on the NWEA MAP Assessment for Math. Growth will be defined as a student increasing in score from the fall assessment to the spring assessment.
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 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).
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/5139/144627-rhJdBgDruP/3.13 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Palmyra-Macedon locally-approved assessment ELA Kindergarten
1	6(ii) School-wide measure computed locally	Palmyra-Macedon locally-approved assessment ELA Grade 1
2	6(ii) School-wide measure computed locally	Palmyra-Macedon locally-approved assessment ELA Grade 2
3	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI categories will be assigned to teachers based on the percentage of students in their building that show growth on the Palmyra-Macedon locally-approved assessment for grades K through 2 and the NWEA MAP Assessment for Reading for grade 3. Growth will be defined as a student increasing in score from the fall assessment to the spring 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% (14-15 will be 90%-100% when value-added model is implemented by SED).
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% (8-13 will be 46%-89% when value-added model is implemented by SED).
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 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).
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).

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Palmyra-Macedon locally-approved assessment ELA Kindergarten
1	6(ii) School-wide measure computed locally	Palmyra-Macedon locally-approved assessment ELA Grade 1
2	6(ii) School-wide measure computed locally	Palmyra-Macedon locally-approved assessment ELA Grade 2
3	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher will be using Palmyra-Macedon locally-approved assessment in Reading for their Locally-Selected Measure (K-2) or NWEA MAP Assessment for Reading (grade 3) as indicated in 3.4
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teacher will be using Palmyra-Macedon locally-approved assessment in Reading for their Locally-Selected Measure (K-2) or NWEA MAP Assessment for Reading (grade 3) indicated in 3.4
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teacher will be using Palmyra-Macedon locally-approved assessment in Reading for their Locally-Selected Measure (K-2) or NWEA MAP Assessment for Reading (grade 3) indicated in 3.4
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teacher will be using Palmyra-Macedon locally-approved assessment in Reading for their Locally-Selected Measure (K-2) or NWEA MAP Assessment for Reading (grade 3) indicated in 3.4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teacher will be using Palmyra-Macedon locally-approved assessment in Reading for their Locally-Selected Measure (K-2) or NWEA MAP Assessment for Reading (grade 3) indicated in 3.4

3.6) Grades 6-8 Science

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

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

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.	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 a student increasing in score from the fall assessment to the spring 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% (14-15 will be 90%-100% when value-added model is implemented by SED).
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% (8-13 will be 46%-89% when value-added model is implemented by SED).

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 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).
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).

3.7) Grades 6-8 Social Studies

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

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

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 students in their building that show growth on the NWEA MAP Assessment for Reading. Growth will be defined as a student increasing in score from the fall assessment to the spring 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% (14-15 will be 90%-100% when value-added model is implemented by SED).
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% (8-13 will be 46%-89% when value-added model is implemented by SED).
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 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).
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).

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)
Global 2	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)
American History	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)

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.	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 a student increasing in score from the fall assessment to the spring 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% (14-15 will be 90%-100% when value-added model is implemented by SED).
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% (8-13 will be 46%-89% when value-added model is implemented by SED).
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 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).
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).

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)
Earth Science	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)
Chemistry	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)
Physics	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)

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.	: 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 a student increasing in score from the fall assessment to the spring 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% (14-15 will be 90%-100% when value-added model is implemented by SED).
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% (8-13 will be 46%-89% when value-added model is implemented by SED).
Effective (9 - 17points) 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 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).
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).

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Measures of Academic Progress Math
Geometry	4) State-approved 3rd party assessments	Measures of Academic Progress Math

Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 Math. Growth will be defined as a student increasing in score from the fall assessment to the spring 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% (14-15 will be 90%-100% when value-added model is implemented by SED).
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% (8-13 will be 46%-89% when value-added model is implemented by SED).
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 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).
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).

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress ELA (reading component)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 a student increasing in score from the fall assessment to the spring 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% (14-15 will be 90%-100% when value-added model is implemented by SED).
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% (8-13 will be 46%-89% when value-added model is implemented by SED).
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 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).
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).

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other teachers not named above	4) State-approved 3rd party	Measures of Academic Progress ELA (reading component)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 a student increasing in score from the fall assessment to the spring 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% (14-15 will be 90%-100% when value-added model is implemented by SED).
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% (8-13 will be 46%-89% when value-added model is implemented by SED).
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 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).
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).

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/144627-y92vNseFa4/3.13 Local Measures tables.pdf

3.14) Locally Developed Controls

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

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 Meausre, either the Palmyra-Macedon locally developed assessment in Reading (K-2), NWEA MAP Assessment in Reading (3-12 except 7-12 Math teachers) or NWEA MAP Assessment in Math (7-12 Math teachers).

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

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 (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, 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 Early Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12	(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, Evidence of Professional Responsibilities, and Reflection on School Year. All observations will account for 35 points, the Evidence of Professional Responsibilities will account for 20 points, and the Reflection on the School Year will count for 5 points. Teachers will be assigned points for each rubric component (domains) associated with the topics listed above. A rubric element that is Highly Effective is worth 10 points, Effective is worth 7 points, Developing is worth 4 points, and Ineffective is worth 0 points. The points for all the topics above (incorporating all domains of the rubric) will be weighted and combined 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.

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/5091/144734-eka9yMJ855/4.5 Other Measures.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 2011 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, Evidence of Professional Responsibilities score, and their Reflection on the School Year score to create a raw score out of 60 points. 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 2011 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, Evidence of Professional Responsibilities score, and their Reflection on the School Year score to create a raw score out of 60 points. 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 2011 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, Evidence of Professional Responsibilities score, and their Reflection on the School Year score to create a raw score out of 60 points. 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 2011 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, Evidence of Professional Responsibilities score, and their Reflection on the School Year score to create a raw score out of 60 points. 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

4.6) Observations of Probationary Teachers | Formal/Long	3
4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | 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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/144749-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:

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 and Certification of Lead Evaluators and Evaluators

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

One member of the District Network Team Equivalent completed the five day RTTT Network Team Summer Institute provided by the State Education Department in Albany. This person has been certified as a turnkey trainer to implement the goals of the Regents Reform Agenda including Common Core Standards, school-based inquiry, and the new performance evaluations for teachers.

All administrators in the district responsible for observing and evaluating teachers will participate in training sessions provided by the Network Team Equivalent trainers as well as other training sessions designed to sharpen observation skills, review criteria to be evaluated and methods of evaluation in accordance with the State Education Department's requirements.

The District will ensure the training and certification of its lead evaluators in accordance with the requirements prescribed in the commissioner's regulations. The District will further ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis.

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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Updated Wednesday, October 17, 2012

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

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

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

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

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-2	District, regional, or BOCES-developed	Palmyra-Macedon locally-developed assessment in Math and Reading

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	HEDI scores will be assigned to principals based on their SLO, including the percentage of their students of record that show growth from pre-assessment to post-assessment. Growth will be defined as a student increasing from the fall pre-assessment to the spring post-assessment. ELA and Math will each be scored out of 20 points and averaged together 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 setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

No 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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Friday, June 22, 2012
Updated Friday, November 02, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	3-5	(d) measures used by district for teacher evaluation	NWEA MAP Assessment in Reading
	6-8	(d) measures used by district for teacher evaluation	NWEA MAP Assessment in Reading
	9-12	(d) measures used by district for teacher evaluation	NWEA MAP Assessment in Reading

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 principals based on the percentage of students in their building that showed growth on the NWEA MAP Assessment for Reading. Growth will be defined as a student increasing in score from the fall assessment to the spring assessment.
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 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).

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).

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

(No response)

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

assets/survey-uploads/5366/144938-qBFVOWF7fC/8.1 8.2 Local Measures tables.pdf

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Palmyra-Macedon district-approved Kindergarten, 1st grade, and 2nd grade ELA assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI categories will be assigned to the principal based on the percentage of students in their building that showed growth on the Palmyra-Macedon district-approved Kindergarten, 1st grade, and 2nd grade ELA assessment. Growth will be defined as a student increasing in score from the fall assessment to the spring 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% (14-15 will be 90%-100% when value-added model is implemented by SED).
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% (8-13 will be 46%-89% when value-added model is implemented by SED).
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 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).
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).

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/5366/144938-T8MlGWUVm1/8.1 8.2 Local Measures tables.pdf

8.3) Locally Developed Controls

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

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 or NWEA MAP Assessment for Reading.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, June 22, 2012
Updated Tuesday, July 24, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

(No response)

(No response)

(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 rubric component (domains) associated with the topics listed above. A rubric element that is Highly Effective is worth 10 points, Effective is worth 7 points, Developing is worth 4 points, and Ineffective is worth 0 points. The points for all the topics above (incorporating all domains of the rubric) will be weighted and combined and divided by the total number of possible points and multiplied by 100 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 principal's State growth and Local Measures score to equal their overall score and HEDI rating between 0 and 100.

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

assets/survey-uploads/5143/144967-pMADJ4gk6R/Principal Scoring Rubric for other measures.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 Friday, June 22, 2012
Updated Tuesday, July 24, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, June 22, 2012
Updated Friday, September 28, 2012

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

assets/survey-uploads/5276/144988-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:

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".

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 and Certification of Lead Evaluators and Evaluators

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

All lead evaluators in the district responsible for observing and evaluating administrators will participate in training sessions provided by Network Team Equivalent. The training consists of monthly meetings facilitated by the District's Network Team Representative. The training also consists of each lead evaluator enrolling in a web-based training module based on the rubrics the District is using for evaluations. The module consists of 22 hours of instruction and training, including watching and rating videos of lessons. Lead evaluators show proficiency by passing two web-based exams provided by the training module

The District will further ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis. Recertification and inter-related reliability will be conducted through monthly District training sessions conducted by the Superintendent of Schools or his designee.

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	Checked

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, September 28, 2012
Updated Friday, November 02, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

assets/survey-uploads/5581/183779-3Uqgn5g9Iu/APPR District Cert 11022012.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	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%

3.13) 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

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%

Tenured Teachers Providing Instructional Services Scoring Rubric for "Other Measures" (60 points)

Teacher: **School Year :**

Observation 1 Formal		Observation 2 Learning Walk		Evidence of Professional Responsibilities		Reflection on School Year	
Components	Component Score out of 10	Components	Component Score out of 10	Components	Component Score out of 10	Components	Component Score out of 10
1a		4a		4b		4a	
1b				4c			
1c				4d			
1d				4e			
1e				4f			
1f							
2a							
2b							
2c							
2d							
2e							
3a							
3b							
3c							
3d							
3e							
4a							
Total		Total					

Scale	
Highly Effective	**10**
Effective	**7**
Developing	**4**
Ineffective	**0**

Total of Observations		Total of Evidence of Profession Responsibilities		Total Reflection on School Year	
Percent of total points possible		Percent of total possible points		Percent of total possible points	
Multiply by 35% for Portfolio Raw Score		Multiply by 20% for Portfolio Raw Score		Multiply by 5% for Portfolio Raw Score	

Raw Score to HEDI conversion	Highly Effective	Effective	Developing	Ineffective
	51-60	39-50	24-38	0-23

Teacher's Raw Score out of 60	Rating for "Other Measures"

Annual Professional Performance Review for Tenured Teachers Providing Instructional Services

Teacher: **School Year :**

I. PLANNING AND PREPARATION		II. LEARNING ENVIRONMENT		III. INSTRUCTIONAL PRACTICE		IV. PROFESSIONAL RESPONSIBILITIES & GROWTH	
A. Knowledge of Content and Pedagogy	HEDI Score	A. Creates an environment of respect and rapport	HEDI Score	A. Communicating with Students	HEDI Score	A. Reflecting on Teaching	HEDI Score
B. Knowledge of Students	HEDI Score	B. Establishing a Culture for Learning	HEDI Score	B. Using Questioning and Discussion Techniques	HEDI Score	B. Maintaining Accurate Records	HEDI Score
C. Setting Instructional Outcomes	HEDI Score	C. Managing Classroom Procedures	HEDI Score	C. Engaging Students in Learning	HEDI Score	C. Communicating with Families	HEDI Score
D. Knowledge of Resources	HEDI Score	D. Managing Student Behavior	HEDI Score	D. Using Assessment in Instruction	HEDI Score	D. Participating in a Professional Community	HEDI Score
E. Designing Coherent Instruction	HEDI Score	E. Organizing Physical Space	HEDI Score	E. Demonstrating Flexibility and Responsiveness	HEDI Score	E. Growing and Developing Professionally	HEDI Score
F. Designing Student Assessments	HEDI Score					F. Showing Professionalism	HEDI Score

State Assessment Score	Local Assessment Score	Other Measures Score	Overall Composite Score	Overall HEDI Rating

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

SED Total Score Scale
91-100
75-90
65-74
0-64

Areas of Growth:

Areas of Strengths:

APPR Summary:

Teacher's Comments (optional):

Signature of Teacher: _____ Date: _____

Signature of Administrator: _____ Date: _____

Non-tenured Teachers Providing Instructional Services Scoring Rubric for "Other Measures" (60 points)

Teacher: **School Year :**

Observation 1 Formal		Observation 2 Formal		Observation 3 Formal		Observation 4 Learning Walk		Evidence of Professional Responsibilities	
Components	Component Score out of 10	Components	Component Score out of 10	Components	Component Score out of 10	Components	Component Score out of 10	Components	Component Score out of 10
1a		1a		1a		4a		4b	
1b		1b		1b				4c	
1c		1c		1c				4d	
1d		1d		1d				4e	
1e		1e		1e				4f	
1f		1f		1f					
2a		2a		2a				**Reflection on School Year**	
2b		2b		2b				Components	Component Score out of 10
2c		2c		2c				4a	
2d		2d		2d					
2e		2e		2e					
3a		3a		3a				**Scale**	
3b		3b		3b				**Highly Effective**	**10**
3c		3c		3c				**Effective**	**7**
3d		3d		3d				**Developing**	**4**
3e		3e		3e				**Ineffective**	**0**
4a		4a		4a					
Total		Total		Total		Total			

Total of Observations		Total of Evidence of Profession Responsibilities		Total Reflection on School Year	
Percent of total points possible		Percent of total possible points		Percent of total possible points	
Multiply by 35% for Portfolio Raw Score		Multiply by 20% for Portfolio Raw Score		Multiply by 5% for Portfolio Raw Score	

Raw Score to HEDI conversion	Highly Effective	Effective	Developing	Ineffective
	51-60	39-50	24-38	0-23

Teacher's Raw Score out of 60	Rating for "Other Measures"

Annual Professional Performance Review for Non-tenured Teachers Providing Instructional Services

Teacher: **School Year :**

I. PLANNING AND PREPARATION		II. LEARNING ENVIRONMENT		III. INSTRUCTIONAL PRACTICE		IV. PROFESSIONAL RESPONSIBILITIES & GROWTH	
A. Knowledge of Content and Pedagogy	HEDI Score	A. Creates an environment of respect and rapport	HEDI Score	A. Communicating with Students	HEDI Score	A. Reflecting on Teaching	HEDI Score
B. Knowledge of Students	HEDI Score	B. Establishing a Culture for Learning	HEDI Score	B. Using Questioning and Discussion Techniques	HEDI Score	B. Maintaining Accurate Records	HEDI Score
C. Setting Instructional Outcomes	HEDI Score	C. Managing Classroom Procedures	HEDI Score	C. Engaging Students in Learning	HEDI Score	C. Communicating with Families	HEDI Score
D. Knowledge of Resources	HEDI Score	D. Managing Student Behavior	HEDI Score	D. Using Assessment in Instruction	HEDI Score	D. Participating in a Professional Community	HEDI Score
E. Designing Coherent Instruction	HEDI Score	E. Organizing Physical Space	HEDI Score	E. Demonstrating Flexibility and Responsiveness	HEDI Score	E. Growing and Developing Professionally	HEDI Score
F. Designing Student Assessments	HEDI Score					F. Showing Professionalism	HEDI Score

State Assessment Score	Local Assessment Score	Other Measures Score	Overall Composite Score	Overall HEDI Rating

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

SED Total Score Scale
91-100
75-90
65-74
0-64

Areas of Growth:

Areas of Strengths:

APPR Summary:

Teacher's Comments (optional):

Signature of Teacher: _____ Date: _____

Signature of Administrator: _____ Date: _____

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	43-44	I
17	42-41	I
16	39-40	I
15	37-38	I
14	35-36	I
13	33-34	I
12	32-31	I
11	29-30	I
10	27-28	I
9	25-26	I
8	23-24	I
7	20-22	I
6	17-19	I
5	15-16	I
4	12-14	I
3	8-11	I
2	4-7	I
1	1-3	I
0	0	I

APPENDIX N: TEACHER IMPROVEMENT PLAN (TIP)

CAREER LEVEL
☐ Contract Substitute
☐ 1st Year Probationer
☐ 2nd Year Probationer
☐ 3rd Year Probationer
☐ Tenured
☐ 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:_____

SPECIFIC ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	**MEASURABLE AND ATTAINABLE** MEASUREABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	**RESULT-ORIENTED** EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	**TIMELINE** TIMELINE FOR ACHIEVING IMPROVEMENT	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT 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	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%

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.

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%

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.

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%

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

Principal:

School Year:

Domain 1 - Shared Vision of Learning	
Components	Component Score out of 10
Culture	
Sustainability	

Domain 2 - School Culture and Instructional Program	
Components	Component Score out of 4
Culture	
Instructional Program	
Capacity Building	
Sustainability	
Strategic Planning Process	

Domain 3 - Safe, Efficient, Effective Learning Environment	
Components	Component Score out of 4
Capacity Building	
Culture	
Sustainability	
Instructional Program	

Domain 4 - Community	
Components	Component Score out of 4
Strategic Planning Process	
Culture	
Sustainability	

Domain 5 - Integrity, Fairness, Ethics	
Components	Component Score out of 4
Sustainability	
Culture	

Domain 6 - Political, Social, Economic, Legal, and Cultural Context	
Components	Component Score out of 4
Sustainability	
Culture	

Other: Goal Setting and Attainment	
Components	Component Score out of 4
Uncovering Goals	
Strategic Planning	
Taking Action	
Evaluating Attainment	

Annual Professional Performance Review Summary for Principals

Scale	
Highly Effective	**10**
Effective	**7**
Developing	**4**
Ineffective	**0**

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

Raw Score to HEDI conversion	Highly Effective	Effective	Developing	Ineffective
	51-60	39-50	24-38	0-23

Teacher's Raw Score out of 60	Rating for "Other Measures"

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

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

SED Total Score Scale
91-100
75-90
65-74
0-64

Areas of Growth:

Areas of Strengths:

APPR Summary:

Teacher's Comments (optional):

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	43-44	I
17	42-41	I
16	39-40	I
15	37-38	I
14	35-36	I
13	33-34	I
12	32-31	I
11	29-30	I
10	27-28	I
9	25-26	I
8	23-24	I
7	20-22	I
6	17-19	I
5	15-16	I
4	12-14	I
3	8-11	I
2	4-7	I
1	1-3	I
0	0	I

LEADERSHIP IMPROVEMENT PLAN (LIP)

CAREER LEVEL
☐ 1st Year Probationer
☐ 2nd Year Probationer
☐ 3rd Year Probationer
☐ Tenured
☐ 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:_____

SPECIFIC ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	**MEASURABLE AND ATTAINABLE** MEASUREABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	**RESULT-ORIENTED** EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	**TIMELINE** 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 make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and the that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

11/2/12

Teachers Union President Signature: Date:

11/2/12

Administrative Union President Signature: Date:

Joan C. Karnsky 11/02/12

Board of Education President Signature: Date:

11/2/12