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
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter:@JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

September 12, 2014

Revised

Matthew Calderón, Superintendent
Pembroke Central School District
Routes 5 and 77, P.O. Box 308
Corfu, NY 14036

Dear Superintendent Calderón:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Kevin MacDonald

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Tuesday, August 20, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 181302040000

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

181302040000

1.2) School District Name: PEMBROKE CSD

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

PEMBROKE CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Thursday, September 04, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Pembroke Central School District (PCSD)-developed ELA Grade K Assessment
1	District, regional, or BOCES-developed assessment	PCSD-developed ELA Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	PCSD-developed ELA Grade 2 Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally or district-developed pre-assessments, growth targets for the final assessment will be established by teachers and approved by principals for each individual student. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 43-85% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 14-42% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 13% or less of the students meet their individual targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership (GVEP)-developed Math Grade K Assessment
1	District, regional, or BOCES-developed assessment	GVEP-developed Math Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	GVEP-developed Math Grade 2 Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally or district-developed pre-assessments, growth targets for the final assessment will be established by teachers and approved by principals for each individual student. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 43-85% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 14-42% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 13% or less of the students meet their individual targets.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	(Common Branch)
7	District, regional or BOCES-developed assessment	PCSD-developed Science Grade 7 Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally or district-developed pre-assessments, growth targets for the final assessment will be established by teachers and approved by principals for each individual student. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 43-85% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 14-42% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 13% or less of the students meet their individual targets.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	(Common Branch)
7	District, regional or BOCES-developed assessment	GVEP-developed Social Studies Grade 7 Assessment
8	District, regional or BOCES-developed assessment	GVEP-developed Social Studies Grade 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally or district-developed pre-assessments, growth targets for the final assessment will be established by teachers and approved by principals for each individual student. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 43-85% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 14-42% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 13% or less of the students meet their individual targets.

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	GVEP-developed Global 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally or district-developed pre-assessments, growth targets for the final assessment will be established by teachers and approved by principals for each individual student. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 43-85% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 14-42% of the students meet their individual targets.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 13% or less of the students meet their individual targets.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally or district-developed pre-assessments, growth targets for the final assessment will be established by teachers and approved by principals for each individual student. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 43-85% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 14-42% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 13% or less of the students meet their individual targets.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Algebra, our District will be solely using the Common Core Algebra Regents. Our District will be offering both the NYS Geometry Regents and the NYS Common Core Geometry Regents, and teachers will use the higher of the two scores. Using data results from regionally or district-developed pre-assessments, targets for the final assessment will be established by teachers and approved by principals for each individual student. Based on the percentage of students that meet the established growth targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 43-85% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 14-42% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 13% or less of the students meet their individual targets.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	GVEP-developed ELA Grade 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GVEP-developed ELA Grade 10 Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Using data results from regionally or district-developed pre-assessments, growth targets for the final assessment will be

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	established by teachers and approved by principals for each individual student. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 43-85% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 14-42% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 13% or less of the students meet their individual targets.

2.10) All Other Courses

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

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

	Course(s) or Subject(s)	Option	Assessment
	Art	District, Regional or BOCES-developed	PCSD-developed course-specific assessment
	General Music	District, Regional or BOCES-developed	PCSD-developed course-specific assessment
	Vocal Music	District, Regional or BOCES-developed	PCSD-developed course-specific assessment
	Instrumental Music	District, Regional or BOCES-developed	PCSD-developed course-specific assessment
	Physical Education	District, Regional or BOCES-developed	PCSD-developed course-specific assessment
	Library	District, Regional or BOCES-developed	PCSD-developed course-specific assessment
	Business	District, Regional or BOCES-developed	PCSD-developed course-specific assessment
	Technology	District, Regional or BOCES-developed	GVEP-developed course-specific assessment
	Family and Consumer Science	District, Regional or BOCES-developed	PCSD-developed course-specific assessment
	Health	District, Regional or BOCES-developed	GVEP-developed course-specific assessment
	Spanish	District, Regional or BOCES-developed	GVEP-developed course-specific assessment
	All other teachers not named above	District, Regional or BOCES-developed	PCSD-developed course-specific assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally or district-developed pre-assessments, growth targets for the final assessment will be established by teachers and approved by principals for each individual student. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 43-85% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 14-42% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 13% or less of the students meet their individual targets.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/497260-TXEtxx9bQW/Conversion Chart for SLOs 2014-15.pdf

2.12) Locally Developed Controls

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

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

The only controls used in setting growth targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Pembroke Central Schoo District (PCSD)-developed ELA Grade 4 Assessment
5	5) District, regional, or BOCES–developed assessments	PCSD-developed ELA Grade 5 Assessment
6	5) District, regional, or BOCES–developed assessments	PCSD-developed ELA Grade 6 Assessment
7	3) Teacher specific achievement or growth score computed locally	New York State ELA Grade 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	New York State ELA Grade 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using data results from regionally or district-developed pre-assessments, individual student growth targets, in the form of S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound), for the final assessment will be set by teachers and approved by principals for each individual student,

	or a baseline cut point for the entire class will be identified by teachers and approved by principals. Option 1 (individual growth targets) or Option 2 (class cut-score) will be selected and approved by October 31. Individual growth targets will be assessed for the S.M.A.R.T. Goal option, and an achievement measure will be assessed for the cut point option. Based on the percentage of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Comparability across classrooms for teachers of the same subject and grade level will be ensured by using the same data sources from students' prior academic history and the same criteria to set individual student targets or to identify a baseline cut point for the entire class within each subject and grade level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Highly Effective when 86-100% of the students meet their individual goals. When a baseline cut point is identified for the entire class, the teacher will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cut score increases by 9% or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Effective when 43-85% of the students meet their individual goals. When a baseline cut point is identified for the entire class, the teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cut score increases between 0% and 8%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Developing when 14-42% of the students meet their individual goals. When a baseline cut point is identified for the entire class, the teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cut score decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. are established for each individual student, the teacher will receive a rating of Ineffective when 13% or less of the students meet their individual goals. When a baseline cutpoint is identified for the entire class, the teacher will receive a rating of Ineffective when the percentage of students meeting or exceeding the cut score decreases by 7% or more.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	PCSD-developed Math Grade 4 Assessment
5	5) District, regional, or BOCES–developed assessments	PCSD-developed Math Grade 5 Assessment
6	5) District, regional, or BOCES–developed assessments	PCSD-developed Math Grade 6 Assessment
7	3) Teacher specific achievement or growth score computed locally	New York State Math Grade 7 Assessment

8	3) Teacher specific achievement or growth score computed locally	New York State Math Grade 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using data results from regionally or district-developed pre-assessments, individual student growth targets, in the form of S.M.A.R.T. goals, for the final assessment will be set by teachers and approved by principals for each individual student, or a baseline cut point for the entire class will be identified by teachers and approved by principals. Option 1 (individual growth targets) or Option 2 (class cut-score) will be selected and approved by October 31. Individual growth targets will be assessed for the S.M.A.R.T. Goal option, and an achievement measure will be assessed for the cut point option. Based on the percentage of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Comparability across classrooms for teachers of the same subject and grade level will be ensured by using the same data sources from students' prior academic history and the same criteria to set individual student targets or to identify a baseline cut point for the entire class within each subject and grade level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Highly Effective when 86-100% of the students meet their individual goals. When a baseline cut point is identified for the entire class, the teacher will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cut score increases by 9% or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Effective when 43-85% of the students meet their individual goals. When a baseline cut point is identified for the entire class, the teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cut score increases between 0% and 8%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the teacher will receive a rating of Developing when 14-42% of the students meet their individual goals. When a baseline cut point is identified for the entire class, the teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cut score decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. are established for each individual student, the teacher will receive a rating of Ineffective when 13% or less of the students meet their individual goals. When a baseline cut point is identified for the entire class, the teacher will receive a rating of Ineffective when the percentage of students meeting or

exceeding the cut score decreases by 7% or more.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/497261-rhJdBgDruP/Conversion Chart for Local Assessments 4-8 ELA and Math_5.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	PCSD-developed ELA Grade K Assessment
1	5) District, regional, or BOCES–developed assessments	PCSD-developed ELA Grade 1 Assessment
2	5) District, regional, or BOCES–developed assessments	PCSD-developed ELA Grade 2 Assessment
3	5) District, regional, or BOCES–developed assessments	PCSD-developed ELA Grade 3 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally or district-developed pre-assessments, teachers will identify and principals will approve a baseline cut point for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	GVEP-developed Math Grade K Assessment
1	5) District, regional, or BOCES–developed assessments	GVEP-developed Math Grade 1 Assessment

2	5) District, regional, or BOCES–developed assessments	GVEP-developed Math Grade 2 Assessment
3	5) District, regional, or BOCES–developed assessments	PCSD-developed Math Grade 3 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally or district-developed pre-assessments, teachers will identify and principals will approve a baseline cut point for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases between 0% and 8%.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	(Common Branch)
7	5) District, regional, or BOCES–developed assessments	PCSD-developed Science Grade 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Science Grade 8 Assessment

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.	Using data results from regionally or district-developed pre-assessments, teachers will identify and principals will approve a baseline cut point for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-20 points

	within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Comparability across classrooms for teachers of the same subject and grade level will be ensured by using the same data sources from students' prior academic history and the same criteria to identify a baseline cut point for the entire class within each course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cut score increases by 9% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cut score increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cut score decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cut score decreases by 7% or more.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	(Common Branch)
7	5) District, regional, or BOCES–developed assessments	GVEP-developed Social Studies Grade 7 Assessment
8	5) District, regional, or BOCES–developed assessments	GVEP-developed Social Studies Grade 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally or district-developed pre-assessments, teachers will identify and principals will approve a baseline cut point for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Comparability across classrooms for teachers of the same subject and grade level will be ensured by using the same data sources from students' prior academic history and the same criteria to identify a baseline cut point for the entire class within each course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

3.8) High School Social Studies

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

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

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

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.	Using data results from regionally or district-developed pre-assessments, teachers will identify and principals will approve a baseline cut point for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Comparability across classrooms for teachers of the same subject and grade level will be ensured by using the same data sources from students' prior academic history and the same criteria to identify a baseline cut point for the entire class within each course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cut score increases by 9% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cut score increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cut score decreases between 1% and 6%.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teacher will receive a rating of Ineffective when the percentage of students meeting or exceeding the cut score decreases by 7% or more.

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally or district-developed pre-assessments, teachers will identify and principals will approve a baseline cut point for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Comparability across classrooms for teachers of the same subject and grade level will be ensured by using the same data sources from students' prior academic history and the same criteria to identify a baseline cut point for the entire class within each course.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cut score increases by 9% or more.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teacher will receive a rating of Effective when the percentage of students meeting or exceeding the cut score increases between 0% and 8%.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teacher will receive a rating of Developing when the percentage of students meeting or exceeding the cut score decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cut score decreases by 7% or more.

3.10) High School Math

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

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

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

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Algebra, our District will be solely using the Common Core Algebra Regents. Our District will be offering both the NYS Geometry Regents and the NYS Common Core Geometry Regents, and teachers will use the higher of the two scores. Using data results from regionally or district-developed pre-assessments, teachers will identify and principals will approve a baseline cut point for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Comparability across classrooms for teachers of the same subject and grade level will be ensured by using the same data sources from students' prior academic history and the same criteria to identify a baseline cut point for the entire class within each course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cut score increases by 9% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cut score increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cut score decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cut score decreases by 7% or more.

3.11) High School English Language Arts

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

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally or district-developed pre-assessments, teachers will identify and principals will approve a baseline cut point for the entire class. Based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments." Comparability across classrooms for teachers of the same subject and grade level will be ensured by using the same data sources from students' prior academic history and the same criteria to identify a baseline cut point for the entire class within each course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cut score increases by 9% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cut score increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cut score decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cut score decreases by 7% or more.

3.12) All Other Courses

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

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art	5) District/regional/BOCES–developed	PCSD-developed course-specific assessment
General Music	5) District/regional/BOCES–developed	PCSD-developed course-specific assessment
Vocal Music	5) District/regional/BOCES–developed	PCSD-developed course-specific assessment
Instrumental Music	5) District/regional/BOCES–developed	GVEP-developed course-specific assessment
Physical Education	5) District/regional/BOCES–developed	PCSD-developed course-specific assessment
Library	5) District/regional/BOCES–developed	PCSD-developed course-specific assessment
Business	5) District/regional/BOCES–developed	PCSD-developed course-specific assessment
Technology	5) District/regional/BOCES–developed	GVEP-developed course-specific assessment
Family and Consumer Science	5) District/regional/BOCES–developed	PCSD-developed course-specific assessment
Health	5) District/regional/BOCES–developed	GVEP-developed course-specific assessment
Spanish	5) District/regional/BOCES–developed	GVEP-developed course-specific assessment
All other teachers not mentioned above	5) District/regional/BOCES–developed	PCSD-developed course-specific assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from regionally or district-developed pre-assessments, a baseline cut point for the entire class will be identified by teachers and approved by principals. Based on the increase or decrease in the percentage of students that exceed the baseline cut point, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Teachers will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases between

grade/subject.	0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/497261-y92vNseFa4/Conversion Chart for Local Assessments_4.pdf

3.14) Locally Developed Controls

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

The only controls used in setting targets for Locally Selected Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate S.M.A.R.T. goals can be established for them based on their prior academic achievement levels.

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.

For teachers with a mix of sections/courses resulting in the use of multiple locally selected measures: All of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the total percentage of students that meet or exceed the SMART goals that were set or based on the total percentage of students that meet or exceed the cut scores that were identified. Normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances | Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

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

4. Other Measures of Effectiveness (Teachers)

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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

(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
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	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

To assure that all of the seven NYS Teaching Standards are evaluated each year, we reorganized all of the components of Danielson's Framework for Teaching under the seven NYS Teaching Standards (see "Danielson's Components arranged by NYS Standards" document). At least one component under each NYS Teaching Standard will be evaluated each year. To accomplish this, teachers will be observed in their classrooms at least twice (at least once unannounced and at least once announced), and they will submit other evidence of professional practice to their principals for a structured review of lesson plans and/or other teacher artifacts to address any

standards not covered by the classroom observations. The observations will be weighted two-thirds and structured review of artifacts will each be weighted one-third when calculating a sub-component score between 0-60 points.

Rubric scores ranging from 1-4 will be averaged for each observation and also for the other evidence. Those three averages will be weighted together to determine a final overall average rubric score between 1-4, as documented on the "Multiple Measures Form," which is formatted to automatically calculate the final overall average rubric score as the scores are inputted. The final overall average rubric score (between 1-4) will be used to identify a sub-component score between 0-60 points using the "Rubric Score to Sub-Component Conversion Chart." The sub-component score will be added to the "Final APPR Evaluation Form" upon completion.

Administrators/Evaluators will be responsible to schedule observations for all teachers. For the "other evidence" to be submitted, each teacher and the evaluator will identify what evidence will be submitted and the due date, as identified on the "Other Evidence Form." Selecting of the evidence and due date should occur no later than the last school day in October.

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

assets/survey-uploads/12179/497262-eka9yMJ855/Other Measures Documents - Teachers.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.	Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 3.5-4.0, as identified on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 2.5-3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 1.5-2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 1.0-1.4, as identified on the conversion chart.

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	1
4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/125938-Df0w3Xx5v6/TIP Plan Form_1.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:

Only overall final evaluations receiving a rating of "Ineffective" or "Developing" can be appealed, based only on what is outlined in Education Law section 3012-c. If the District and the Pembroke Teachers' Federation (PTF) enter into agreement whereby the actual

number rating would influence compensation or advancement opportunities within the district, this issue will be revisited and this plan will be revised as appropriate. Teachers will be allowed to respond/comment in writing about their observations or any other component of their evaluation, whether they choose to appeal the evaluation or not. All steps and resolution of the appeal will occur in a timely and expeditious manner and in no more than 27 calendar days as outlined below.

1) Before submitting a formal appeal, a teacher must first meet with the evaluator to discuss his/her concerns, bringing along a union representative if desired.

2) To appeal an evaluation, the teacher must submit a written appeal to the evaluator within five (5) calendar days of receiving the final evaluation rating.

3) The evaluator must provide the teacher a written response to the appeal within five (5) calendar days of receiving of the written appeal from the teacher.

4) To continue the appeal thereafter, the teacher must submit a written appeal to the Superintendent within five (5) calendar days of receiving of the evaluator's response.

5) The Superintendent must meet with the teacher and the evaluator within seven (7) calendar days of receiving the written appeal from the teacher. The meeting will be start and conclude on the same day.

6) The Superintendent must provide the teacher and the evaluator a written response to the appeal within five (5) days of the conclusion of the meeting. The decision of the Superintendent shall be final and binding, and not subject to the normal grievance procedure outlined in Article 3 of the PTF Contract. When an appeal is successful, the Superintendent may set aside a rating and require a new evaluation be conducted in whole or in part, or provide other directives as appropriate.

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

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

In order to properly train evaluators in the nine elements identified in section 30-2.9 of the Rules of the Board of Regents, all new evaluators will complete training through the Genesee Valley Educational Partnership and other neighboring BOCES, which consist of 5 to 10 full-day trainings throughout the year. In addition, collaborative review and analysis of observation-based evidence and other professional evidence within Danielson's Rubric will take place during regular bi-weekly administrative council meetings and evaluator training meetings in order to ensure inter-rater reliability. Training facilitators will utilize authentic evidence gathered during actual teacher observations, they will jointly review videotaped lessons, and they will discuss and review the nine criteria areas.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be re-certified each year.

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 Thursday, September 04, 2014

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

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

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

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

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

3-6
7-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Primary School, Grades UPK-2	District, regional, or BOCES-developed	GVEP-developed ELA and Math Assessments: Grades K, 1, 2

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Using data results from regionally or district-developed pre-assessments, growth targets for the final assessments will be established by principals and approved by the superintendent for each individual student in the building. Based on the percentage of students that meet the established growth targets, principals will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs."

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will receive a rating of Highly Effective when 86-100% of the students meet their individual growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will receive a rating of Effective when 43-85% of the students meet their individual growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will receive a rating of Developing when 14-42% of the students meet their individual growth targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will receive a rating of Ineffective when 13% or less of the students meet their individual growth targets.

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

assets/survey-uploads/12156/497265-lha0DogRNw/Conversion Chart for SLOs_2.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

The only controls used in setting growth targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	3-6	(d) measures used by district for teacher evaluation	NYS ELA and Math State Assessments, Grades 3-6
	7-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents Assessment, NYS Integrated Algebra Regents Assessment, Common Core Algebra Regents Assessment, NYS Geometry Regents Assessment, and NYS Algebra 2 Regents Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Using data results from regionally or district-developed pre-assessments, individual growth targets, in the form of S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound), for the final assessment will be established for each individual student, or a baseline cut point for all students. Option 1 (individual growth targets) or Option 2 (cohort cut-score) will be selected and approved by October 31. Based on the percentage of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of the cohort that exceed the baseline cut point, principals will be assigned 0-15 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments - Principals with Value Added." Principals will use students' prior academic history and will collaborate with the superintendent to determine whether to establish individual student targets or to identify a baseline cut point for the entire cohort.

	For the 7-12 Principal, the cohort of students will include all students that are assessed using the NYS Comprehensive English Regents Assessment and the three NYS Math Regents Assessments. Our District will be offering both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents, and the principal will use the higher of the two scores.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the principal will receive a rating of Highly Effective when 86-100% of the students meet their individual goals. When a baseline cut point is identified for the entire cohort, the principal will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cut score increases by 9% or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the principal will receive a rating of Effective when 43-85% of the students meet their individual goals. When a baseline cut point is identified for the entire cohort, the principal will receive a rating of Effective when the percentage of students meeting or exceeding the cut score increases between 0% and 8%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the principal will receive a rating of Developing when 14-42% of the students meet their individual goals. When a baseline cut point is identified for the entire cohort, the principal will receive a rating of Developing when the percentage of students meeting or exceeding the cut score decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	When S.M.A.R.T. goals are established for each individual student, the principal will receive a rating of Developing when 13% or less of the students meet their individual goals. When a baseline cut point is identified for the entire cohort, the principal will receive a rating of Developing when the percentage of students meeting or exceeding the cut score decreases by 7% or more.

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

(No response)

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

assets/survey-uploads/12190/497266-qBFVOWF7fC/Conversion Chart for Local Assessments - Principals with Value Added_4.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	UPK-2	(d) measures used by district for teacher evaluation	GVEP-developed ELA and Math Assessments, Grades K-2

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.	The principal will identify and the superintendent will approve a baseline cut point for all classes in grades K-2. Based on the increase or decrease in the percentage of the students that exceed the baseline cut point in all classes, principals will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for Local Assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Highly Effective when the percentage of students meeting or exceeding the cutscore increases by 9% or more.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Effective when the percentage of students meeting or exceeding the cutscore increases between 0% and 8%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases between 1% and 6%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Developing when the percentage of students meeting or exceeding the cutscore decreases by 7% or more.

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

(No response)

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

assets/survey-uploads/12190/497266-T8MlGWUVm1/Conversion Chart for Local Assessments_1.pdf

8.3) Locally Developed Controls

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

The only controls used in setting targets for Locally Selected Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.

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.

For principals with a mix of sections/courses resulting in the use of multiple locally selected measures: All of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the total percentage of students that meet or exceed the SMART goals that were set or based on the total percentage of students that meet or exceed the cut scores that were identified. Normal rounding rules will apply.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, August 22, 2013

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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.

Marzano's School Administrator 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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will be evaluated using Marzano's School Administrator Rubric, and to ensure all of the six 2008 ISLLC Standards are evaluated each year, we rearranged Marzano's domains and sub-components as identified on the first page of the "Other Measures Documents - Principals." Principals will receive a score between 1-4 for each ISLLC standard as shown on the "Multiple Measures Form for 60 Points" on page 2 of the "Other Measures Documents - Principals" as follows: When a principal achieves Marzano's "Not Using" or "Beginning" performance level in a given standard/domain sub-component, the principal will receive a score of 1. When a principal achieves Marzano's "Developing" performance level, the principal will receive a score of 2. Marzano's "Applying" performance level will equate to a score of 3, and the "Innovating" level will score a 4. All rubric scores will be averaged together for a final average rubric score between 1-4.

Final scores for the 60 points will be tied to the final average rubric score (between 1-4), as calculated using the "Rubric Score to Sub-Component Conversion Chart." All rubric score averages for every component of the 60 points will documented on the "Multiple Measures Form for 60 points for Principals," formatted in Excel to automatically calculate the final average rubric score for the conversion chart. The total sub-component score (0-60 points) will be added to the "Final APPR Evaluation Form for Principals" upon completion.

The Superintendent will visit each principal's building twice, and principals will submit other evidence to address the standards not covered by the school visits. The Superintendent will be responsible to schedule the two visits to each principal's building. For the "other evidence" to be submitted, each principal and the Superintendent will identify what evidence will be submitted and the due date, as identified on the "Other Evidence for Principals Form." Selecting of the evidence and due date should occur no later than the last school day in October when possible, but may also occur after the two school visits.

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

assets/survey-uploads/12205/497267-pMADJ4gk6R/Other Measures Documents - Principals_1.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 receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 3.5-4.0, as identified on the conversion chart.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 2.5-3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 1.5-2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 1.0-1.4, as identified on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, August 20, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/142407-Df0w3Xx5v6/PIP Plan Form.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:

Only overall final evaluations receiving a rating of "Ineffective" or "Developing" can be appealed, based only on what is outlined in Education Law section 3012-c. If the District and the Pembroke Administrators' Association (PAA) enter into agreement whereby the actual number rating would influence compensation or advancement opportunities within the district, this issue will be revisited and this plan will be revised as appropriate. Principals will be allowed to respond/comment in writing about their school visit reports or any other component of their evaluation, whether they choose to appeal the evaluation or not. All steps and resolution of the appeal will occur in a timely and expeditious manner and in no more than approximately 27 calendar days, as outlined below.

1) Before submitting a formal appeal, a principal must first meet with the evaluator (the Superintendent) to discuss his/her concerns, bringing along a union representative if desired.

2) To appeal an evaluation, the principal must submit a written appeal to the Superintendent within five (5) calendar days of receiving the final evaluation rating.

3) The Superintendent must provide the principal a written response to the appeal within five (5) calendar days of receiving of the written appeal from the principal.

4) To continue the appeal thereafter, the principal must submit a written appeal to the Board of Education (BOE) or to the assigned hearing officer at the Genesee Valley Educational Partnership (GVEP) within five (5) calendar days of receiving of the Superintendent's response.

5) Upon receiving the written appeal, the BOE or the GVEP hearing officer will meet with the principal and the Superintendent at their earliest convenience, and within seven (7) calendar days, if possible. The meeting will begin and end on the same day.

6) The BOE or GVEP hearing officer must provide the principal and the Superintendent a written response to the appeal as soon as possible, preferably within five (5) days of the meeting. The decision of the BOE or the GVEP hearing officer shall be final and binding, and not subject to the normal grievance procedure outlined in the PAA Contract. When an appeal is successful, the BOE or the GVEP hearing officer may set aside a rating and require a new evaluation be conducted in whole or in part, or provide other directives as appropriate.

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

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

As the sole evaluator of principals in the Pembroke Central School District, the Superintendent will be properly trained in the nine elements identified in section 30-2.9 of the Rules of the Board of Regents, completing training through the Genesee Valley Educational Partnership and NYSCOSS, which will consist of at least four full-day trainings and shorter workshops throughout the year. Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within Marzano's Leadership Rubric will take place for the professional growth of the Superintendent and the administrative team.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that he be certified to conduct principal evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documention of training will continue in order for the Superintendent to be re-certified each year.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Friday, September 12, 2014

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/497270-3Uqgn5g9Iu/Pembroke CSD APPR Joint Certification Form 2014-15_2.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.

Pembroke Central School District

HEDI Ratings Conversion Charts for Student Learning Objectives (SLOs)

These conversion charts are consistent for all grade levels and all subject areas.

Based on the percentage of students that meet their established targets for State SLOs, teachers and/or principals will receive a HEDI rating bewteen 0-20 as outlined below:

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100%	90-94%	86-89%	81-85%	76-80%	71-75%	67-70%	62-66%	57-61%	52-56%	48-51%	43-47%	38-42%	33-37%	29-32%	24-28%	19-23%	14-18%	10-13%	5-9%	0-4%

Pembroke Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures for Grades 4-8

These conversion charts are consistent for both ELA 4-8 and Math 4-8, with the Value-added model.
Without the Value-added model, teachers will receive scores based on the conversion chart uploaded in Task 3.13.

Grades 4-8 teachers and/or principals may use either option below for their local measure, after reviewing students' prior academic history and collaborating with their principal/direct supervisor to determine which option is best.

Based on the percentage of students that meet their established S.M.A.R.T. Goals for the locally selected assessments, teachers will receive a HEDI rating bewteen 0-15 as outlined below:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	86-94%	78-85%	71-77%	64-70%	57-63%	50-56%	43-49%	39-42%	34-38%	28-33%	21-27%	14-20%	10-13%	5-9%	0-4%

OR

Based on the increase or decrease of the percentage of students that exceed an identified baseline cutpoint on the locally selected final assessment, teachers will receive a HEDI rating bewteen 0-15 as outlined below:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
11% or more	9-10%	7-8%	5-6%	3-4%	2%	1%	0%	-1% or -2%	-3%	-4%	-5%	-6%	-7%	-8%	-9% or more

Pembroke Central School District
HEDI Ratings Conversion Charts for Locally Selected Measures

These conversion charts are consistent for all grade levels and all subject areas, ***other than 4-8 ELA and Math.***

Teachers and/or principals that use a state-provided assessment for their state measure may use either option below for their local measure, after reviewing students' prior academic history and collaborating with their principal/direct supervisor to determine which option is best. The option must be approved no later than October 31.

Teachers and/or principals that use the same GVEP-developed assessment for both the state and local measures must use option 2 below for their local measure.

Option 1: Based on the percentage of students that meet their established S.M.A.R.T. Goals for the locally selected assessments, teachers and/or principals will receive a HEDI rating bewteen 0-20 as outlined below:

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100%	90-94%	86-89%	81-85%	76-80%	71-75%	67-70%	62-66%	57-61%	52-56%	48-51%	43-47%	38-42%	33-37%	29-32%	24-28%	19-23%	14-18%	10-13%	5-9%	0-4%

OR

Option 2: Based on the increase or decrease of the percentage of students that exceed an identified baseline cutpoint on the locally selected final assessment, teachers and/or principals will receive a HEDI rating bewteen 0-20 as outlined below:

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
11% or more	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%	0%	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9% or more

Danielson's Components of Professional Practice arranged by NYS Teaching Standards

I. Knowledge of Students and Student Learning

1b: Demonstrating Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

II. Knowledge of Instructional Planning

1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1c: Setting Instructional Goals
- Value
- Clarity
- Suitibility for diverse students
- Balance

1d: Demonstrating Knowledge of Resources
- Resources for teaching
- Resources for students

1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

III. Instructional Practice

3a: Communicating Clearly and Accurately
- Directions and procedures
- Oral and written Language

3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

3c: Engaging Students in Learning
- Representation of Contenet
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

IV. Learning Environment

2a: Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction

2b: Establishing a Culture for Learning
- Importance of content
- Student pride in work
- Expectations for learning and achievement

2c: Managing Classroom Procedures
- Management instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing Physical Space
- Safety and accessibility
- Arrangement to learning and use of physical resources

V. Assessment of Student Learning

1f: Designing Student Assessments
- Congruence with instructional goals
- Criteria and standards
- Use for planning

3d: Providing Feedback to Students
- Quality: accurate, substantive, constructive, specific
- Timeliness

VI. Professional Responsibilities and Collaboration

4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d: Contributing ot the School and District
- Relationships with colleagues
- Service to the school
- Participation in school and district projects

4f: Showing Professionalism
- Service to students
- Advocacy
- Decision-making

Pembroke Central School District

Multiple Measures Form for 60 Points

Teacher Name: _____

Danielson Rubric Arranged by NYS Teaching Standards:

Danielson Performance Level	SED Performance Level	Rating
Unsatisfactory	Ineffective	1
Basic	Developing	2
Developing	Effective	3
Proficient	Highly Effective	4

Assessment of Teacher Effectiveness Standard	Observation #1 Score Una/Announced Date completed: (Date)	Observation #2 Score Una/Announced Date completed: (Date)	Other Evidence Score Date submitted: (Date)
Standard 1: Knowledge of Students and Student Learning			
Standard 2: Knowledge of Content and Instructional Planning			
Standard 3: Instructional Practice			
Standard 4: Learning Environment			
Standard 5: Assessment for Student Learning			
Standard 6: Professional Responsibilities and Collaboration			
Standard 7: Professional Growth			
Average of Column	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**
Final Average Score for Professional Practice 1-4 Rating	**#DIV/0!**		
HEDI Rating	**Ineffective Developing Effective Highly Effective**		
Sub-Component Score	**0-60**		

Pembroke Central School District

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
1	0
1.1	12
1.2	25
1.3	37
1.4	49
Developing 50 - 56	
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	56
2.4	56
Effective 57 - 58	
2.5	57
2.6	57
2.7	57
2.8	57
2.9	57
3	58
3.1	58
3.2	58
3.3	58
3.4	58
Highly Effective 59-60	
3.5	59
3.6	59
3.7	59
3.8	60
3.9	60
4	60

Pembroke Central School District
Final APPR Evaluation Form

Teacher Name: _____

Date: _____

Multiple Measures Sub-Component Score	0-60
Locally Selected Measures Sub-Component Score	
State Provided or Comparable Sub-Component Score	
TOTAL OVERALL COMPOSITE SCORE:	**0**
FINAL HEDI RATING:	**Ineffective/Developing/ Effective/Highly Effective**

_____ Teacher

_____ Date

_____ Administrator

_____ Date

The above signatures indicate that all parties have reviewed the form, not necessarily that they agree with the contents.

Pembroke Central School District

Teacher Improvement Plan (TIP)

Date: _____

Teacher's Name: _____

Grade/Subject: _____

Areas of Needed Improvement

-
-
-
-

Activities/Tasks to support improvement in those areas/Identification of other personnel involved

-
-
-
-

How will improvement be measured/assessed?

-
-
-
-

Timeline for Achieving Improvement

TIP start date: _____

Review/monitor Date(s): _____

_____

_____

TIP End Date/Final Review: _____

Any changes or modifications to the plan must be put in writing and attached to this original document.

_____	_____
Teacher	Date
_____	_____
Administrator	Date
_____	_____
PTF Representative	Date

Pembroke Central School District

HEDI Ratings Conversion Charts for Student Learning Objectives (SLOs)

These conversion charts are consistent for all grade levels and all subject areas.

Based on the percentage of students that meet their established targets for State SLOs, teachers and/or principals will receive a HEDI rating bewteen 0-20 as outlined below:

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100%	90-94%	86-89%	81-85%	76-80%	71-75%	67-70%	62-66%	57-61%	52-56%	48-51%	43-47%	38-42%	33-37%	29-32%	24-28%	19-23%	14-18%	10-13%	5-9%	0-4%

Pembroke Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures for Principals w/Value Added

These conversion charts are consistent for all student cohorts and all assessments, with the Value-added model. Without the value-added model, principals will receive scores based on the conversion chart uploaded in task 8.2.

Principals may use either option below for their local measure, after reviewing students' prior academic history and collaborating with the superintendent to determine which option is best.

Based on the percentage of students that meet their established S.M.A.R.T. Goals for the locally selected assessments, principals will receive a HEDI rating bewteen 0-15 as outlined below:

Highly Effective		Effective						Developing					Ineffective		
15	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100%	86-94%	78-85%	71-77%	64-70%	57-63%	50-56%	43-49%	39-42%	34-38%	28-33%	21-27%	14-20%	10-13%	5-9%	0-4%

OR

Based on the increase or decrease of the percentage of students that exceed an identified baseline cutpoint on the locally selected final assessment, principals will receive a HEDI rating bewteen 0-15 as outlined below:

Highly Effective		Effective						Developing					Ineffective		
15	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
11% or more	9-10%	7-8%	5-6%	3-4%	2%	1%	0%	-1% or -2%	-3%	-4%	-5%	-6%	-7%	-8%	-9% or more

Pembroke Central School District
HEDI Ratings Conversion Charts for Locally Selected Measures

These conversion charts are consistent for all grade levels and all subject areas, ***other than 4-8 ELA and Math.***

Teachers and/or principals that use a state-provided assessment for their state measure may use either option below for their local measure, after reviewing students' prior academic history and collaborating with their principal/direct supervisor to determine which option is best. The option must be approved no later than October 31.

Teachers and/or principals that use the same GVEP-developed assessment for both the state and local measures must use option 2 below for their local measure.

Option 1: Based on the percentage of students that meet their established S.M.A.R.T. Goals for the locally selected assessments, teachers and/or principals will receive a HEDI rating bewteen 0-20 as outlined below:

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100%	90-94%	86-89%	81-85%	76-80%	71-75%	67-70%	62-66%	57-61%	52-56%	48-51%	43-47%	38-42%	33-37%	29-32%	24-28%	19-23%	14-18%	10-13%	5-9%	0-4%

OR

Option 2: Based on the increase or decrease of the percentage of students that exceed an identified baseline cutpoint on the locally selected final assessment, teachers and/or principals will receive a HEDI rating bewteen 0-20 as outlined below:

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
11% or more	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%	0%	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9% or more

Marzano School Administrators Rubric arranged by ISLLC Standards

ISLLC Standard	Marzano Rubric Domains and Descriptions		
	Item Description	Domain	Item #
1 - Facilitating Vision shared/supported by all	Providing a Clear Vision for Instruction	2	1
	Recognized as Leader	5	1
2 - Promoting culture and instructional programs conducive to student and staff learning	Establishing Goals for Overall Student Acheivment	1	1
	Establishing Goals for the Achievement of Individual Students	1	2
	Progess Monitoring for School Achievement Goals	1	3
	Progess Monitoring for Individual Student Achievement Goals	1	4
	Interventions to Help Students Meet Individual Acheivement Goals	1	5
	Encouraging Teachers to Enhance Their Pedagogical Skills	2	2
	Providing Teacher Professional Development Related to Growth Goals	2	5
	Curriculum Aligned to State and District Standards	3	1
	Curriculum Focused According to Time Available	3	2
	Acknowledging Success	5	6
3 - Ensuring management for safe, efficient, and effective learning environment	Awareness of Predominant Instructional Practices Throughout School	2	3
	Equal Opportunities for All Students	3	3
	Resource Management	5	5
4 - Collaborating with faculty and community members, responding to diverse interests and needs, and mobilizing community resources	Opportunities for Teachers to Observe and Discuss Effective Teaching	4	1
	Teacher Roles in Decision-Making Processes	4	2
	Teacher Collaboration About Common Issues	4	3
	Teacher and Staff Input	4	4
	Student and Parent Input	4	5
5 - Acting with integrity, fairness, and in ethical manner	Using Multiple Sources of Data for Teacher Evaluation	2	4
	Trust of Faculty and Staff	5	2
6 - Understanding, responding to, and influencing the political, social, economic, legal, and cultural context	Faculty and Staff Perceptions of School Environment	5	3
	Parent and Student Perceptions of School Environment	5	4

Pembroke Central School District

Multiple Measures Form for 60 Points for Principals

Principal's Name: _____

Marzano's School Administrators Rubric

Marzano Performance Level	SED Performance Level	Rating
Not Using/Beginning	Ineffective	0 or 1 = 1
Developing	Developing	2
Applying	Effective	3
Innovating	Highly Effective	4

Assessment of Leader Effectiveness 2008 ISLLC Standards Promoting the Success of Every Student by:	School Visit #1 Score Date completed: (Date)	School Visit #2 Score Date completed: (Date)	Other Evidence Score Date submitted: (Date)
Standard 1: Facilitating a vision of learning shared/supported by all			
Standard 2: Promoting culture and instructional program conducive to student and staff learning			
Standard 3: Ensuring management for a safe, efficient, and effective learning environment			
Standard 4: Collaborating with faculty and community members, responding to diverse interests and needs, and mobilizing community resources			
Standard 5: Acting with integrity, fairness, and in an ethical manner.			
Standard 6: Understanding, responding to, and influencing the political, social, economic, legal, and cultural context			
Average of Column	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**
Final Average Score for Professional Practice 1-4 Rating	**#DIV/0!**		
HEDI Rating	**Ineffective Developing Effective Highly Effective**		
Sub-Component Score	**0-60**		

Pembroke Central School District
Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
1	0
1.1	12
1.2	25
1.3	37
1.4	49
Developing 50 - 56	
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	56
2.4	56
Effective 57 - 58	
2.5	57
2.6	57
2.7	57
2.8	57
2.9	57
3	58
3.1	58
3.2	58
3.3	58
3.4	58
Highly Effective 59-60	
3.5	59
3.6	59
3.7	59
3.8	60
3.9	60
4	60

Pembroke Central School District
Final APPR Evaluation Form for Principals

Principal's Name: _____

Date: _____

Multiple Measures Sub-Component Score	0-60
Locally Selected Measures Sub-Component Score	
State Provided or Comparable Sub-Component Score	
TOTAL OVERALL COMPOSITE SCORE:	**0**
FINAL HEDI RATING:	**Ineffective/Developing/ Effective/Highly Effective**

_____ _____
Principal Date

_____ _____
Superintendent Date

The above signatures indicate that all parties have reviewed the form, not necessarily that they agree with the contents.

Pembroke Central School District

Principal Improvement Plan (PIP)

Date: _____

Principal's Name: _____

School Building: _____

Areas of Needed Improvement

-
-
-
-

Activities/Tasks to support improvement in those areas/Identification of other personnel involved

-
-
-
-

How will improvement be measured/assessed?

-
-
-
-

Timeline for Achieving Improvement

PIP start date: _____

Review/monitor Date(s): _____

_____

_____

PIP End Date/Final Review: _____

Any changes or modifications to the plan must be put in writing and attached to this original document.

_____	_____
Principal	Date
_____	_____
Superintendent	Date
_____	_____
PAA Representative	Date

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Matthew E. Calderon 9/11/14

Teachers Union President Signature: Date:

9/11/14

Administrative Union President Signature: Date:

9/11/14

Board of Education President Signature: Date:

John A. Cima 9/12/14

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

Matthew E Calderon 9/11/14