



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

Commissioner of Education
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December 20, 2013

Revised

David Hamilton, Superintendent
Penn Yan Central School District
1 School Drive
Penn Yan, NY 14527

Dear Superintendent Hamilton:

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: Scott Bischooping

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, September 11, 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 : 680601060000

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

680601060000

1.2) School District Name: PENN YAN CSD

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

PENN YAN CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, December 18, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

School- or BOCES-wide, group or team results based on State assessments

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment 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.

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

	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.	(see attached table and document 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18-20 points) Results are well-above district expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9-17 points) Results meet district expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0-2 points) Results are well-below district expectations.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR MATH Enterprise
1	State-approved 3rd party assessment	STAR MATH Enterprise
2	State-approved 3rd party assessment	STAR MATH Enterprise

	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.	(see attached table and document 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18-20 points) Results are well-above district expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9-17 points) Results meet district expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0-2 points) Results are well-below district expectations.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(see attached table and document 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18-20 points) Results are well-above district expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9-17 points) Results meet district expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0-2 points) Results are well-below district expectations.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	WFL BOCES Regionally developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(see attached table and document 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18-20 points) Results are well-above district expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9-17 points) Results meet district expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0-2 points) Results are well-below district expectations.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Global Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(see attached table and document 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18-20 points) Results are well-above district expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9-17 points) Results meet district expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0-2 points) Results are well-below district expectations.

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	(see attached table and document 2.11)
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may upload a table or graphic at 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18-20 points) Results are well-above district expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9-17 points) Results meet district expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0-2 points) Results are well-below district expectations.

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, 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 2.11, below.	Students that are taking Common Core instruction will take the Integrated Algebra 1 Regents in addition to the Common Core Regents. In cases where a student takes both, the results from the Common Core Regents will be used for purposes of the APPR. (see attached table and document 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18-20 points) Results are well-above district expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9-17 points) Results meet district expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0-2 points) Results are well-below district expectations.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents 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 subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(see attached table and document 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18-20 points) Results are well-above district expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9-17 points) Results meet district expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0-2 points) Results are well-below district expectations.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
K-5 All Other Courses	School-/BOCES-wide/group/team results based on State	NYS Grade 3, 4, and 5 ELA and Math Assessments
6-8 All Other Courses	School-/BOCES-wide/group/team results based on State	NYS Grade 6, 7, and 8 ELA and Math Assessments
9-12 All Other Courses	School-/BOCES-wide/group/team results based on State	NYS Comprehensive English, Common Core Algebra, and Integrated Algebra Regents Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(see attached table and document 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18-20 points) Results are well-above district expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9-17 points) Results meet district expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0-2 points) Results are well-below district expectations.

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/12186/575143-TXEttx9bQW/2.11 PY Growth Measure Teachers_2.docx

2.12) Locally Developed Controls

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

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

We are not using any controls, adjustments, or other special considerations.

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, December 05, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
5	6(ii) School wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
6	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments

7	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments
8	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments

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.	(see attachment 3.3)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20 points or 14-15 points with value added NYS growth score) Results are well above district expectations
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17 points or 8-13 points with value added NYS growth score) Results meet district expectations
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8 points points or 3-7 points with value added NYS growth score) Results are below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results are well below district expectations

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
5	6(ii) School wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
6	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments
7	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments
8	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments

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.	(see attachment 3.3)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20 points or 14-15 points with value added NYS growth score) Results are well above district expectations
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17 points or 8-13 points with value added NYS growth score) Results meet district expectations
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8 points points or 3-7 points with value added NYS growth score) Results are below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results are well below district expectations

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.

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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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
3	6(ii) School-wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments

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.	(see attachment 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20) Results are well above district expectations
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17) Results meet district expectations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8) Results are below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2) Results are well below district expectations

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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
3	6(ii) School-wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments

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.	(see attachment 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20) Results are well above district expectations
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17) Results meet district expectations
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8) Results are below district expectations

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

Ineffective (0-2) Results are well below district expectations

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments
7	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments
8	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments

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.

(see attachment 3.13)

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

Highly Effective (18-20) Results are well above district expectations

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

Effective (9-17) Results meet district expectations

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

Developing (3-8) Results are below district expectations

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

Ineffective (0-2) Results are well below district expectations

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments
7	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments
8	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments

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.	(see attachment 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20) Results are well above district expectations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17) Results meet district expectations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8) Results are below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2) Results are well below district expectations

3.8) High School Social Studies

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

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

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

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.	(see attachment 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20) Results are well above district expectations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17) Results meet district expectations

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8) Results are below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2) Results are well below district expectations

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Comprehensive English, Common Core Algebra 1, Living Environment, Global and US History Regents Assessments
Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive English, Common Core Algebra 1, Living Environment, Global and US History Regents Assessments
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive English, Common Core Algebra 1, Living Environment, Global and US History Regents Assessments
Physics	6(ii) School wide measure computed locally	NYS Comprehensive English, Common Core Algebra 1, Living Environment, Global and US History Regents Assessments

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.	(see attachment 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20) Results are well above district expectations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8) Results are below district expectations
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17) Results meet district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2) Results are well below district expectations

3.10) High School Math

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

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

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

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.	(see attachment 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20) Results are well above district expectations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17) Results meet district expectations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8) Results are below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2) Results are well below district expectations

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English, Common Core Algebra 1, Living Environment, Global and US History Regents Assessments

Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English, Common Core Algebra 1, Living Environment, Global and US History Regents Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English, Common Core Algebra 1, Living Environment, Global and US History Regents Assessments

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.	(see attachment 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20) Results are well above district expectations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17) Results meet district expectations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8) Results are below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2) Results are well below district expectations

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-5 All Other Courses	6(ii) School wide measure computed locally	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
6-8 All Other Courses	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments
9-12 All Other Courses	6(ii) School wide measure computed locally	NYS Comprehensive English, Common Core Algebra 1, Living Environment, Global and US History Regents Assessments
6-8 LOTE	6(ii) School wide measure computed locally	WFL BOCES Regionally Developed Grade 8 French and Spanish Assessments
9-12 LOTE	6(ii) School wide measure computed locally	WFL BOCES Regionally Developed Grade 10 French and Spanish Assessments

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.	(see attachment 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20) Results are well above district expectations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17) Results meet district expectations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8) Results are below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2) Results are well below district expectations

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/12149/575144-y92vNseFa4/3.13 PY LocMeas K-12 Other Courses Teachers_1.doc

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

If educators have more than one locally selected measure (e.g. work in multiple buildings within the district), those measures will be combined into one HEDI rating and score for the locally selected measure subcomponent according to a formula determined by the Commissioner. For example, if the PI for the elementary school was 10 out of 20 points and the PI for the middle school was 12 out of 20 points a music teacher who works 50% in the elementary school and 50% in the middle school would receive 5 HEDI points for the elementary school PI (50% of 10 points) and 6 points for the middle school PI (50% of 12 points) for a HEDI score of 11 points and a

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, December 05, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(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]	31
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

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.

(see attachment 4.5)

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/12179/575145-eka9yMJ855/4.5 PY Calculating Rubric Scores Teachers_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Highly Effective/Distinguished: Overall performance and results exceed NYS Teaching Standards
Effective: Overall performance and results meet NYS Teaching Standards.	Effective/Proficient: Overall performance and results meet NYS Teaching Standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing/Basic: Overall performance and results need improvement in order to meet NYS Teaching Standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective/Unsatisfactory: Overall performance and results do not meet NYS Teaching Standards

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?

-
- Both
-

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

-
- Both
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, September 11, 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 student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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Updated Thursday, December 05, 2013

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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/12193/575147-Df0w3Xx5v6/PY Teacher Improvement Plan.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

The overall APPR process is designed so that professional conversations between teachers and administrators occur on a regular basis so that concerns, differences of professional opinion, professional growth, dissemination of evidence, etc. take place. This process provides and encourages collegial support and an “early warning” for all teachers. The purpose of the APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective instructional environment.

The appeal procedures shall provide for the timely and expeditious resolution of procedural and/or substantive issues. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may file only one (1) appeal regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal. Evaluations are not subject to grievance or arbitration unless they are the subject of an Education Law §3020-a proceeding.

The appeals process shall not apply to any unit member receiving an APPR Composite Score rating of either “effective” or “highly effective.” However, he/she may attach a statement (e.g. evidence, rebuttal) to his/her APPR that will be included in his/her personnel file. Any unit member receiving an APPR Composite Score rating of either “ineffective” or “developing” may challenge that rating. All unit members are entitled to an Association representative throughout the appeals process. It is the responsibility of unit members to request and arrange for Association representation and to inform their administrator/lead evaluator in advance of a meeting that they will have Association representation present.

Appeals Notification

In order to be timely, the notification of the appeal shall be filed, in writing, within ten (10) calendar days after the teacher has received his/her APPR Composite Score rating. Notification of the appeal by the teacher shall be provided to the superintendent of schools (or his/her designee) and the Association president (or his/her designee).

Grounds for an Appeal

Probationary Teachers may file an appeal challenging the APPR Composite Score based upon the following grounds:

a. The APPR observation/evaluation process

Tenured Teachers may file an appeal challenging the APPR Composite Score based upon one (1) of the following grounds:

a. The APPR observation / evaluation process

b. The substance of the Annual Professional Performance Review

c. The decision to continue or discontinue a Teacher Improvement Plan (TIP) for those teachers with a composite rating of Ineffective

Procedural Appeals and Resolution Process

Procedural appeals may be filed by a probationary or tenured teacher receiving a composite rating of “Developing” or “Ineffective” where he/she believes the lead evaluator has not accurately followed the evaluation process for Other Measures of Teacher Effectiveness (60 points). The appeal conference shall be a formal meeting between the teacher, the lead evaluator, and the superintendent of schools (or designee), wherein the superintendent (or designee), the teacher (and Association representative if not waived), and the lead evaluator discuss the evaluation procedures and the areas of dispute. The appeal conference will be scheduled by the superintendent (or designee) and occur no later than thirty (30) calendar days after written notification of the appeal. The superintendent shall consider the evidence collected for the summative evaluation, perform any investigation, and render his/her written decision to the teacher and Association president within ten (10) school days after the conference. The superintendent’s decision is final and not subject to any further appeal or the grievance procedure. If the superintendent affirms the teacher’s appeal, his/her APPR Composite Score shall be recalculated taking into account the corrected evaluation. If the superintendent rejects the teacher’s appeal, the original APPR Composite Score will be affirmed.

Substantive Appeals and Resolution Process

Substantive appeals may be filed by a tenured teacher receiving a composite rating of “Ineffective” or who wishes to be removed from an existing TIP in cases where he/she disagrees with the lead evaluator’s Composite Score for the Other Measures of Teacher Effectiveness (60 points). Said appeals must be based upon actual evidence, which can include observations, that was provided to the lead evaluator during the prior school year.

A three-member APPR Appeals Panel composed of the superintendent (or designee), another administrator (APPR certified) who has not evaluated the appealing teacher, and the Association president (or designee if he/she is in the appealing teacher’s same subject area and/or grade level) shall hear all substantive appeals.

The appeal conference shall be a meeting, wherein the APPR Appeals Panel and the teacher (and Association representative if not waived) discuss the substance of the APPR evaluation and the areas of dispute. The appeal conference will be scheduled by the superintendent (or designee) and occur no later than thirty (30) calendar days after written notification of the appeal. The panel shall consider the evidence collected for the summative evaluation and render their written decision to the teacher and Association president within fifteen (15) calendar days after the conference. The panel’s decision is final and not subject to any further appeal or the grievance procedure. If the panel affirms the teacher’s appeal, the panel shall determine and direct the appropriate remedy. For example, if evidence is provided that results in a change of a teacher’s Other Measures of Teacher Effectiveness Subcomponent Score

(60 points), then this score would be amended as would the APPR Composite Score. If the panel rejects the teacher's appeal, the original APPR Composite Score will be affirmed.

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

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

Lead evaluators and evaluators will be provided training in the 9 requirements of 30-2.9 (b) by the district, BOCES, and/or 3rd party vendors to demonstrate understanding and competency. Lead Evaluators and evaluators will be certified annually by the superintendent of schools based on completion of required training and demonstration of understanding and competency. Training will specifically target skills to ensure inter-rater reliability. Initial training will be no less than 20 hours and will include knowledge development, modeling of effective evaluation, and practical exercises in evidence based observation. Certification and Re-Certification will require initial and ongoing demonstration of knowledge and competency through formal and informal assessment.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Wednesday, September 11, 2013

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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):

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

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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.	All Principals will receive HEDI rating and category provided by the state.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Highly Effective (18-20 points) Results are well above district expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9-17 points) Results meet or exceeds district expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3-8 points) Results are below district expectations.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Ineffective (0-2 points) Results are well below district expectations.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, December 20, 2013

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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).

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
K-5	(d) measures used by district for teacher evaluation	NYS Grade 3, 4, and 5 ELA & Math Assessment; and NYS Grade 4 Science Assessments
6-8	(d) measures used by district for teacher evaluation	NYS Grade 6, 7, and 8 ELA & Math Assessment; and NYS Grade 8 Science Assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year graduation rate (current year cohort)

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>(see attachment 8.1) MEASURES The Locally Selected Measure for Principals will be a Mean Performance Index (MPI) calculated by finding the average of the individual Performance Index (PI) of each of the following NYS Assessment results for all students enrolled in those courses during the current year: Principals with Grades K-5: ELA 3, ELA 4, ELA 5, Math 3, Math 4, Math 5, and Science 4. Principals with Grades 6-8: ELA 6, ELA 7, ELA 8, Math 6, Math 7, Math 8, and Science 8. Principals with Grades 9-12: English Regents, Common Core Algebra 1 Regents, Living Environment Regents, U.S. History Regents, Global Studies Regents. PERFORMANCE INDEX CALCULATION As described by New York State in the District Accountability and Overview Report a Performance Index (PI) is a value from 0 to 200 indicating how that group performed on a required</p>
--	--

State test. Student scores on the tests are converted to 6 performance levels. In this calculation, the percentage of students in Level 3 and 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore if all students achieved a Level 3 or 4 the PI would be the maximum score of 200 out of 200.

The district will have raw score data for these assessments available as a result of regional scoring of the assessments so in the event data from New York State is unavailable at the time these scores need to be calculated, the district will calculate the PI locally using the most current and accurate raw to scale score and cut score conversion tables available for each assessment. The Performance Index (PI) calculation will utilize the overall school-wide percentage of all students enrolled in that school (including general education, SWD, ELL, Economically Disadvantaged, Minority students and any other sub groups). The calculation of the school-wide Mean Performance Index (MPI) and conversion of the MPI into points will be done using the process outlined below. The conversion of the MPI to a HEDI Score and Rating will utilize either the 0-20 point conversion chart shown in Table 1 or, if the state adopts a 25 point value added growth score, the 0-15 point conversion chart shown in Table 2

For K-5 Principals

STEP 1: The Performance Index (PI) for each of the assessments will be calculated in the manner described in the New York State Report Card District Accountability and Overview Report

“ $100 \times [(\text{Count of Continuously Enrolled Tested Students Performing at Level 2, 3 and 4} + \text{Count of Continuously Enrolled Tested Students Performing at Level 3 and 4}) \div \text{Count of All Continuously Enrolled Tested Students}]$ ” = PI

STEP 2: A Mean Performance Index (MPI) will be calculated using the following formula:

$(\text{ELA 3 PI} + \text{ELA 4 PI} + \text{ELA 5 PI} + \text{Math 3 PI} + \text{Math 4 PI} + \text{Math 5 PI} + \text{Science 4 MPI}) \div 7 = \text{MPI}$

STEP 3: The Mean Performance Index (MPI) for the school will be converted to a score for the Locally Selected Measure using Table 1 below or Table 2 for Value-Added.

For 6-8 Principals

STEP 1: The Performance Index (PI) for each of the seven assessments will be calculated in the manner described in the New York State Report Card District Accountability and Overview Report

“ $100 \times [(\text{Count of Continuously Enrolled Tested Students Performing at Level 2, 3 and 4} + \text{Count of Continuously Enrolled Tested Students Performing at Level 3 and 4}) \div \text{Count of All Continuously Enrolled Tested Students}]$ ” = PI

STEP 2: A Mean Performance Index (MPI) will be calculated using the following formula:

$(\text{ELA 6 PI} + \text{ELA 7 PI} + \text{ELA 8 PI} + \text{Math 6 PI} + \text{Math 7 PI} + \text{Math 8 PI} + \text{Science 8 MPI}) \div 7 = \text{MPI}$

STEP 3: The Mean Performance Index (MPI) for the school will be converted to a score for the Locally Selected Measure using Table 1 or Table 2 for Value-Added (see attachment 8.1)

For 9-12 Principals

The Locally Selected Measure will be the 4-year June High School Cohort Graduation Rate for all students as provided in the New York State Report Card District Accountability and Overview Report. Graduation rates are a percentage out of a

maximum of 100 rounded to the nearest whole number. The conversion of the graduation rate into points and HEDI rating for principals (pre-Value Added) will be done using Table 3 below or Table 4 for Value-Added. (see attachment 8.1)

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

Highly Effective (14-15 points) Results are well above District expectations.

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

Effective (8-13 points) Results are at or above District expectations.

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

Developing (3-7 points) Results are below District expectations.

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

Ineffective (0-2 points) Results are well below District expectations.

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/12190/575149-qBFVOWF7fC/8.1 PY LocMeas Principal_1.doc

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.

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.	All Principals are covered by the locally selected measures indicated in 8.1 above.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20 points) Results are well above District expectations.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17 points) Results are at or above District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3-8 points) Results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0-2 points) Results are well below District expectations.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

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.

There are no principals with more than one locally selected measure

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, December 05, 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. Click here for a 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)
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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)
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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)
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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)
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9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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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)
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K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
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K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
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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)
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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.

(see attachment 9.7)

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/12205/575150-pMADJ4gk6R/9.7 PY Calculating Rubric Scores Principals_1.docx

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

Highly Effective: Overall performance and results exceed standards.	Highly Effective (59-60 points) Overall performance and results exceed standards.
Effective: Overall performance and results meet standards.	Effective (57-58 points) Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet standards.	Developing (50-56 points) Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Ineffective (0-49 points) Overall performance and results do not meet standards.

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 Wednesday, September 11, 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 Thursday, December 05, 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/12168/575152-Df0w3Xx5v6/PY Principal Improvement Plan.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCESS

The overall APPR process is designed so that professional conversations between principals and lead evaluators occur on a regular basis so that concerns, differences of professional opinion, professional growth, dissemination of evidence, etc. take place. This process provides and encourages collegial support and an “early warning” for all principals. The purpose of the APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective instructional environment. The appeal procedures shall provide for the timely and expeditious resolution of procedural and/or substantive issues. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A principal may file only one (1) appeal regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal. Evaluations are not subject to grievance or arbitration unless they are the subject of an Education Law §3020-a proceeding.

APPR Appeals Procedures

The appeals process shall not apply to any unit member receiving an APPR Composite Score rating of either “effective” or “highly effective.” However, he/she may attach a statement (e.g. evidence, rebuttal) to his/her APPR that will be included in his/her personnel file. Any unit member receiving an APPR Composite Score rating of either “ineffective” or “developing” may challenge that rating.

All unit members are entitled to an Association representative throughout the appeals process. It is the responsibility of unit members to request and arrange for Association representation and to inform their administrator/lead evaluator in advance of a meeting that they will have Association representation present.

Appeals Notification

In order to be timely, the notification of the appeal shall be filed, in writing, within ten (10) calendar days after the principal has received his/her APPR Composite Score rating. Notification of the appeal shall be provided by the principal to the superintendent of schools (or his/her designee) and the Association president (or his/her designee).

Grounds for an Appeal

Probationary principals may file an appeal challenging the APPR Composite Score based upon the following grounds:

- a. The APPR observation/evaluation process

Tenured principals may file an appeal challenging the APPR Composite Score based upon one (1) of the following grounds:

- a. The APPR observation / evaluation process
- b. The substance of the Annual Professional Performance Review
- c. The decision to continue or discontinue a Principal Improvement Plan (PIP) for those principals with a composite rating of Ineffective

Resolution Process

Procedural appeals may be filed by probationary or tenured principals where he/she believes the lead evaluator has not accurately followed the evaluation process for Other Measures of Principal Effectiveness (60 points) including failure to follow the observation/evidence menu.

Substantive appeals may be filed by a tenured principal where he/she disagrees with the lead evaluator’s Composite Score for the Other Measures of Principal Effectiveness (60 points). Said appeals must be based upon actual evidence, which can include observations, that was provided to the lead evaluator during the prior school year.

The appeal conference shall be a meeting, wherein the BOCES appeals representative, the lead evaluator, and the principal (and Association representative if not waived) discuss the substance of the APPR evaluation and the areas of dispute. The appeal conference will be scheduled by the BOCES appeals representative and occur no later than thirty (30) calendar days after written notification of the appeal. The BOCES appeals representative(s) shall consider the evidence which was available to the Lead Evaluator at the time of the summative evaluation and render a written decision to the principal and Association president within ten (10) school days after the conference. The BOCES appeals representative(s) decision is final and not subject to any further appeal or the grievance procedure.

If the BOCES appeals representative affirms the principal’s appeal, the BOCES appeals representative(s) shall determine and direct the appropriate remedy. For example, if evidence is provided that results in a change of a principal’s Other Measures of Principal Effectiveness Subcomponent Score (60 points), then this score would be amended as would the APPR Composite Score. If the panel rejects the principal’s appeal, the original APPR Composite Score will be affirmed.

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.

Process for Training Lead Evaluators And Evaluators

Lead evaluators and evaluators will be provided training in the 9 requirements of 30-2.9 (b) by the district, BOCES, and/or 3rd party vendors to demonstrate understanding and competency in all required elements of teacher evaluation.

Process for the Certification and Re-Certification of Lead Evaluators

Lead Evaluators and evaluators will be recommended to the Board of Education and certified/re-certified annually based on completion of required training as described below and demonstration to the satisfaction of the Superintendent of Superintendent's designee understanding and competency of the required components and competencies.

Process for Ensuring Inter-Rater Reliability

Inter-Rater Reliability will be supported through the use of rigorous training in the rubric such as the online Teachscape evaluator and training and certification program; through review by the Superintendent or Superintendent's designee of evaluation work including observation data, artifacts, and video of teacher meetings; through ongoing calibration walkthroughs conducting jointly by the Superintendent, Superintendent's Designee, and Lead Evaluators; through "blind" observation of random samples of teachers by the Superintendent and Superintendent's Designee to check consistency of Lead Evaluator observation data; and through ongoing on-site training and reflection by the team of Lead Evaluators. Training will specifically target skills to ensure inter-rater reliability.

Nature and the Duration of Evaluator Training

All lead evaluators will be trained in the following nine elements:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Training will be provided through 4 full-day sessions (24 hours total) provided regionally by the BOCES. In addition, all lead evaluators will complete a minimum of 20 hours training on the use of the Danielson FFT Rubric such as, but not limited to, the Teachscape online training and certification program.

On-site just-in-time training will also be provided by the Superintendent and Superintendent's Designee through regular (at least 2x per month) walkthroughs with lead evaluators to calibrate observations and ratings.

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, December 20, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/575153-3Uqgn5g9Iu/PY Certification Page 122013.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.

Penn Yan Central School District
Growth on State Assessments or Comparable Measures
HEDI Criteria and Points Assignment
(Attachment 2.11)

COURSES WITH A REQUIRED ASSESSMENT MEASURE

To measure teacher performance in courses where there is a required measure the district will utilize an annual end of year NYS, regional and/or approved 3rd Party assessments. Assessment results for each student will be converted into standardized 100 point scaled scores benchmarked against regional, state or national results. The course to course difference in these Individual student scores on each assessment will be converted to an individual student growth score ranging from -100 to +100.

Baseline data for each growth score will be calculated from historical data collected on those same students in the prior year's summative assessment as indicated in "State Growth or Comparable Measures – Teachers" sections 2.2 through 2.10 of this submission. In all but two cases the prior year summative results in the same subject area (ELA, Math, Science, or Social Studies) will be converted to standardized scale scores and then used as the baseline historical data to calculate students' growth on the current year summative assessment. In the two cases where there is no subject specific Assessment in the preceding year: Science 6, Social Studies 6, the baseline data will be the 5th grade NYS ELA results (see "Table 4: Complete List of Historical Baseline Data and Current Year Data for all Required Courses" at the end of this document)

In all cases regardless of whether the data is from NYS, 3rd Party (STAR), or Regional Assessments, the HEDI scoring and rating band calculation process described in this document will be applied uniformly throughout task 2.

ALL OTHER COURSES

To measure teacher performance in all other courses the school-wide growth score provided by the State Education Department will be applied to the individual APPR of teachers who have a course other than those listed in sections 2.2 through 2.9. Teachers who have a course or courses in sections 2.2 through 2.9 as well as a course or courses in section 2.10 will receive part of their growth calculated in the manner described in sections 2.2 through 2.9 and part of the school-wide growth score in the proportion of their student case load. If the NYS-provided school-wide growth score is on a 20 point scale it will be applied directly and proportionally. If the NYS-provided school-wide growth score is on a 25 point scale we will use the 25 point to 20 point conversion chart shown in table 5 below.

In the event that the district does not receive a state-provided school-wide growth score for the courses and assessments listed in task 2.10 the district will follow the same process outlined above and below for tasks 2.2 through 2.9 to provide a score for the growth or other comparable measures subcomponent for those teachers listed in task 2.10.

TEACHERS WITH MORE THAN ONE 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 3rd Party or Regional measure for comparable growth (or a State-provided growth measure), the measures will each earn a score from 0-20 points which the district will weight proportionately based on the number of students in each course.

Where teachers have more than one measure, those measures will each receive a HEDI score and those HEDI scores will then be weighted proportionally based on the number of students covered by each measure. To generate the HEDI score for each measure, we will calculate an average growth score for all students in the same course for each individual teacher in the current year. If a teacher has multiple sections of the same course the total number of students taking

that course with that teacher will be aggregated. If this is a school-wide result based on a state assessment, all students in the school taking that course will be included to generate the growth score.

CALCULATING GROWTH SCORES USING HISTORICAL DATA

The procedure described in this section will apply equally to all assessments as indicated in tasks 2.2 through 2.9 including all NYS grade 3 through 8 Math and ELA tests, all NYS Regents exams, all STAR assessments in ELA and Math, and all Regional Grade 6 through 8 Social Studies and Science Assessments. The detailed step by step example below uses the NYS Grade 8 Math and NYS Common Core Algebra to illustrate the process, but the procedure is the same regardless of whether the measures are NYS provided, 3rd Party, or Regional.

To calculate growth scores we will:

1. convert both historical data and current data to a standardized 100 point score (this includes all NYS, STAR, and Regional measures listed in tasks 2.2 through 2.9)
2. calculate the difference between historical and current data
3. find the differential in passing rates for each cohort on each pair of data
4. apply this cohort differential to each individual student growth score
5. calculate the mean growth for all students assigned to a teacher proportionally
6. convert the average growth score to HEDI points and HEDI ratings using table 3

The procedure for calculating growth scores using historical data is described in more detail below.

1. **Convert scale score of historical data and current year data into 100 point scores.** Because not all Assessments use a 100-point scale the first step in the calculation process is to convert students' individual scaled scores on the historical Assessments into a standard score. This is done by determining the total number of possible points (including 0) in a given scaled score range then calculating the amount each scaled score must be multiplied or divided to arrive at a score in a 0-100 standardized score range.

$$(\text{Scaled Score Maximum} - \text{Scaled Score Minimum} = \text{Total Score Range}) / 101 = \text{Score Conversion Factor}$$

As an example, the NYS Grade 8 Math Assessment used a scaled score range of 119 to 403. To convert this to a standard score the total score range of 284 points (403 minus 119) is divided by 101 (a score range from 0 to 100). This generates a score conversion factor of 2.81. This is shown below.

$$(403 - 119 = 284) / 101 = 2.81$$

$$(\text{Student Scale Score} - \text{Scaled Score Minimum}) / \text{Score Conversion Factor} = \text{Standardized Score}$$

As further examples, the STAR end of year assessment uses a possible score range of 1800 points (1 to 1800) so dividing 1800 by 101 generates a score conversion factor of 17.82 (i.e. each Standardized Score point is equal to 17.82 STAR assessment points). The WFL BOCES Regional Grade 7 Science Assessment had a score range of 73 points (0 – 72) so each Standardized Score point is equal to .72 Regional Assessment points.

Once the score conversion factor is calculated for a NYS, Regional, or 3rd party assessment the rest of the conversion process below is applied.

2. **Calculate Students Individual Standardized Scores.** Once a score conversion factor is calculated it's possible to begin converting student scores from a scaled score to a standardized score. This is done by adjusting the score to reflect a minimum score of 0 and then applying the score conversion factor to each individual student score.

$$(\text{Student Scaled Score} - \text{Scaled Score Minimum}) / \text{Score Conversion Factor} = \text{Standardized Score}$$

Continuing with the prior example if a student who received a scaled score of 209 on the NYS Grade 8 Math Assessment the minimum possible score of 119 is subtracted from 209 to get a score of 90 which is then divided by 2.81 (the Score Conversion Factor) to produce a standardized score of 32 out of 100. This is shown below.

$$(264 - 119) / 2.81 = 32$$

In the table below are examples showing the calculation of score conversion factors and individual standardized scores using this method.

	Total Score Range	Score Conversion Factor	Sample Student Scaled Score	Calculated Standardized Score
STAR Assessment	1800	17.82	1152	65
Regional Grade 7 Science	73	0.72	56	77
NYS Grade 8 Math	284	2.81	90	32
NYS Algebra Regents	101	1.00	56	56

3. **Calculate change in standardized scores.** Once the Assessment results for individual students have been converted to comparable 100-point standardized scales the change from the baseline historical data and the current end of year Assessment data can be calculated to determine the change in standardized score for each student. This is achieved by simply subtracting the current end of year Assessment result from the baseline historical Assessment result.

$$\text{Current Year Standardized Score} - \text{Historical Baseline Standardized Score} = \text{Standardized Score Change}$$

If our student from the prior examples scored a 56 on the NYS Integrated Algebra Regents exam in 9th grade their score change would be 56 minus the prior year's 8th grade standardized score of 32 or a change of 24 standard scale points.

$$56 - 32 = 24$$

4. **Calculate adjustment to Standardized Score Change.** To account for differences in the format, content and relative difficulty of Assessments from year to year the regional passing rates for the two Assessments are used to adjust the standardized score change. This allows individual student growth to be calculated relative to the overall change of their regional cohort.

Regional data was selected because a) districts in WFL BOCES typically receive this data from the RIC within a few weeks of our regional scoring of the assessments, and b) the WFL BOCES region represents a statistically large and demographically diverse population of students.

The formula for calculating the adjustment factor is:

$$\begin{aligned} &\text{Regional Passing \% for Current End of Year Assessment} \\ &- \text{Regional Passing \% for Historical Baseline Assessment} = \text{Adjustment Factor} \end{aligned}$$

If our student from the examples above took the NYS Grade 8 Math Assessment in 2012 and the NYS Regents Assessment in 2013 the regional passing rates for the 25 districts in the WFL BOCES was 65% for 8th grade in

2012 and 87% for Integrated Algebra in 2013 so the normative adjustment factor would be 22 percentage points.

$$87 - 65 = 22$$

For purposes of calculating individual student growth we will assume that 22 points of the change represents a combination of the change in curriculum, change in the Assessment, or other factors not attributable to the individual student or their teacher.

- Calculate individual student growth score.** With the student's scaled scores converted to standardized scores using the calculated *Score Conversion Factor*, the *Standardized Score Change* can be determined and an *Adjustment Factor* applied to determine the *Student Growth Score* for each individual student on each pair of assessments.

In our student example the student's 2012 NYS Grade 8 Math Assessment scaled score of 209 was converted to a Standardized Score of 32 (see #1 and #2 above). The same student's 2013 NYS Integrated Algebra scale score of 56 is already in a 0-100 standard scale so it does not need to be converted. The difference between the student's prior year and current year score (as shown in #3 above) is 24 points. However, the change in scores for the regional cohort was 22 points (see #4 above) so the actual change of this student above and beyond the cohort change was only 2 points. Since it's technically feasible to have all students go from a score of 0 to a score of 100 and conversely from a score of 100 to a score of 0 the total range of possible growth scores is -100 to 100. For this student their Student Growth Score would be 2 which despite the difference in standardized scores represents no significant growth from 8th grade to 9th grade based on these two assessments.

Table 1: Calculation of Individual Student Growth Score

	Historical Baseline Scaled Score (NYS Grade 8 Math Assessment 2012)	Historical Baseline Standardized Score (NYS Grade 8 Math Assessment 2012)	Current Year Scaled Score (NYS Integrated Algebra Regents Assessment 2013)	Current Year Standardized Score (NYS Integrated Algebra Regents Assessment 2013)	Score Change	Adjustment Factor	Student Growth Score
Student A	209	32	56	56	24	-22	+2

- Calculate Average Growth Score.** Once the student growth scores are calculated, the mean growth score for all students assigned to a particular teacher can be calculated. To measure teacher performance we will find the growth score for all students in the same course (e.g. Grade 3 ELA, Science 6, Integrated Algebra) for each individual teacher and generate an average (mean) of the individual growth scores for all students assigned to that teacher in the current year. For sections 2.2 through 2.9, if a teacher has multiple sections of the same course (e.g. Integrated Algebra 1st period, Algebra 3rd period, etc), the total number of students taking that course with that teacher will be aggregated. If this is a school-wide result based on a state assessment all students in the school taking that course will be included to generate the mean growth score.

Table 2: Calculation of Average Growth Score

	Historical Baseline Scaled Score (NYS Grade 8 Math)	Historical Baseline Standardized Score (NYS Grade 8 Math)	Current Year Scaled Score (NYS Integrated Algebra)	Current Year Standardized Score (NYS Integrated)	Score Change	Adjustment Factor	Student Growth Score
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	Assessment 2012)	Assessment 2012)	Regents Assessment 2013)	Algebra Regents Assessment 2013)				
Student A	209	32	56	56	24	-22	2	
Student B	400	100	81	81	-19	-22	-41	
Student C	335	77	81	81	4	-22	-18	
Student D	262	51	85	85	34	-22	12	
Student E	372	90	80	80	-10	-22	-32	
Average Growth Score							-15	

The teacher's growth score is -15, somewhat below the mid-point of the growth scale (-100 to 100) meaning on average her students' scaled and adjusted scores were slightly lower compared with the prior year's performance. Assuming the total number of students represented in this average growth score for this teacher met the requirements for growth score calculations set out in NYSED Law and Regulations (e.g. it included required assessments such as Integrated Algebra and was more than 51% of the teacher's total students) this teacher would earn 8 HEDI points and a HEDI rating of "Developing" as shown in the following conversion table:

Table 3: Growth Score to HEDI Point Conversion

Average Growth Score	HEDI Points	HEDI Rating
-100	0	Ineffective
-99	0	Ineffective
-98	0	Ineffective
-97	0	Ineffective
-96	0	Ineffective
-95	0	Ineffective
-94	1	Ineffective
-93	1	Ineffective
-92	1	Ineffective
-91	1	Ineffective
-90	1	Ineffective
-89	1	Ineffective
-88	1	Ineffective
-87	1	Ineffective
-86	1	Ineffective
-85	1	Ineffective
-84	2	Ineffective
-83	2	Ineffective
-82	2	Ineffective
-81	2	Ineffective
-80	2	Ineffective
-79	2	Ineffective
-78	2	Ineffective
-77	2	Ineffective
-76	2	Ineffective
-75	2	Ineffective

-74	3	Developing
-73	3	Developing
-72	3	Developing
-71	3	Developing
-70	3	Developing
-69	3	Developing
-68	3	Developing
-67	3	Developing
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-7	9	Effective
-6	9	Effective
-5	9	Effective
-4	10	Effective
-3	10	Effective
-2	10	Effective
-1	10	Effective
0	10	Effective
1	10	Effective
2	10	Effective
3	10	Effective
4	10	Effective
5	11	Effective
6	11	Effective
7	11	Effective
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11	11	Effective

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89	19	Highly Effective
90	19	Highly Effective
91	19	Highly Effective
92	19	Highly Effective
93	19	Highly Effective
94	19	Highly Effective
95	20	Highly Effective
96	20	Highly Effective
97	20	Highly Effective

98	20	Highly Effective
99	20	Highly Effective
100	20	Highly Effective

Table 4: Complete List of Historical Baseline Data and Current Year Data for all Required Courses

Grade	Subject	Course	Historical (i.e. Prior Year) Baseline Data	Current Year Data
K	ELA	ELA	STAR Early Literacy (PK level)	STAR Early Literacy (K level)
1	ELA	ELA	STAR Early Literacy (K level)	STAR Early Literacy (1 level)
2	ELA	ELA	STAR Early Literacy (1 level)	STAR Early Literacy (2 level)
3	ELA	ELA	STAR Early Literacy (2 level)	Gr 3 NYS ELA Assessment
4	ELA	ELA	Gr 3 NYS ELA Assessment	Gr 4 NYS ELA Assessment
5	ELA	ELA	Gr 4 NYS ELA Assessment	Gr 5 NYS ELA Assessment
6	ELA	ELA	Gr 5 NYS ELA Assessment	Gr 6 NYS ELA Assessment
7	ELA	ELA	Gr 6 NYS ELA Assessment	Gr 7 NYS ELA Assessment
8	ELA	ELA	Gr 7 NYS ELA Assessment	Gr 8 NYS ELA Assessment
9	ELA	ELA	Gr 8 NYS ELA Assessment	NYS Comprehensive Regents English Assessment
10	ELA	ELA	Gr 8 NYS ELA Assessment	NYS Comprehensive Regents English Assessment
11	ELA	ELA	Gr 8 NYS ELA Assessment	NYS Comprehensive Regents English Assessment
K	Math	Math	STAR Math Enterprise (PK Level)	STAR Math Enterprise (K Level)
1	Math	Math	STAR Math Enterprise (K Level)	STAR Math Enterprise (1 level)
2	Math	Math	STAR Math Enterprise (1 level)	STAR Math Enterprise (2 level)
3	Math	Math	STAR Math Enterprise (2 level)	Gr 3 NYS Math Assessment
4	Math	Math	Gr 3 NYS Math Assessment	Gr 4 NYS Math Assessment
5	Math	Math	Gr 4 NYS Math Assessment	Gr 5 NYS Math Assessment
6	Math	Math	Gr 5 NYS Math Assessment	Gr 6 NYS Math Assessment
7	Math	Math	Gr 6 NYS Math Assessment	Gr 7 NYS Math Assessment
8	Math	Math	Gr 7 NYS Math Assessment	Gr 8 NYS Math Assessment
9	Math	Algebra	Gr 8 NYS Math Assessment	NYS Common Core Algebra Assessment
10	Math	Geometry	NYS Integrated Algebra Assessment	NYS Geometry Assessment
11	Math	Algebra 2	NYS Geometry Assessment	NYS Algebra 2 Assessment
6	Science	Science	Gr 5 NYS ELA Assessment	Gr 6 Regional Science Assessment
7	Science	Science	Gr 6 Regional Science Assessment	Gr 7 Regional Science Assessment
8	Science	Science	Gr 7 Regional Science Assessment	Gr 8 NYS Science Assessment
9	Science	Living Environment	Gr 8 NYS Science Assessment	NYS Living Environment Assessment
10	Science	Earth Science	NYS Living Environment Assessment	NYS Earth Science Assessment
11	Science	Physics	NYS Earth Science Assessment	NYS Physics Assessment
12	Science	Chemistry	NYS Physics Assessment	NYS Chemistry Assessment
6	Social Studies	Social Studies	Gr 5 NYS ELA Assessment	Gr 6 Regional Social Studies Assessment

7	Social Studies	Social Studies	Gr 6 Regional Social Studies Assessment	Gr 7 Regional Social Studies Assessment
8	Social Studies	Social Studies	Gr 7 Regional Social Studies Assessment	Gr 8 Regional Social Studies Assessment
9	Social Studies	Global Studies 1	Gr 8 Regional Social Studies Assessment	Regional Global Studies 1 Assessment
10	Social Studies	Global Studies 2	Regional Global Studies 1 Assessment	NYS Global Studies Assessment
11	Social Studies	American History	NYS Global Studies Assessment	NYS American History Assessment

Table 5: All Other Courses 2.10 - 25 Point to 20 Point Conversion Scale for use in applying NYS-Provided Value-Added School-Wide Growth Score as a Comparable Growth Measure

25 Point Scale (Value Added Model)	20 Point Scale	HEDI Rating
25	20	Highly Effective
24	19	Highly Effective
23	18	Highly Effective
22	18	Highly Effective
21	17	Effective
20	17	Effective
19	16	Effective
18	16	Effective
17	15	Effective
16	15	Effective
15	14	Effective
14	13	Effective
13	12	Effective
12	11	Effective
11	10	Effective
10	9	Effective
9	8	Developing
8	7	Developing
7	6	Developing
6	5	Developing
5	4	Developing
4	3	Developing
3	3	Developing
2	2	Ineffective
1	1	Ineffective
0	0	Ineffective

Penn Yan Central School District
Locally Selected Measure for 4-8 ELA and/or Math Teachers (attachment 3.3)

MEASURES

The Locally Selected Measure will be a **Mean Performance Index (MPI)** calculated by finding the average of the individual **Performance Index (PI)** of each of the following NYS Assessment results for all students enrolled in those courses during the current year:

For Courses in Grades 4-5: ELA 3, ELA 4, ELA 5, Math 3, Math 4, Math 5, and Science 4.

For Courses in Grades 6-8: ELA 6, ELA 7, ELA 8, Math 6, Math 7, Math 8, and Science 8.

TEACHERS WITH MORE THAN ONE MEASURE

If educators have more than one locally selected measure (e.g. work in multiple buildings within the district and/or have non 4-8 ELA or Math courses), those measures will be combined into one HEDI rating and score for the locally selected measure subcomponent according to a formula determined by the Commissioner. The measures will each earn a score from 0-20 points (or 0-15 points with value added NYS-provided growth score) which the district will weight proportionately based on the number of students in each course in each building.

For example, if the PI for the elementary school was 10 out of 20 points and the PI for the middle school was 12 out of 20 points a music teacher who works 50% in the elementary school and 50% in the middle school would receive 5 HEDI points for the elementary school PI (50% of 10 points) and 6 points for the middle school PI (50% of 12 points) for a HEDI score of 11 points and a HEDI rating of Effective for the Locally Selected Measure component of their evaluation.

PERFORMANCE INDEX CALCULATION

As described by New York State in the *District Accountability and Overview Report a Performance Index (PI)* is a value from 0 to 200 indicating how that group performed on a required State test. Student scores on the tests are converted to 4 performance levels. In this calculation, the percentage of students in Level 3 and 4 are counted twice, students in Level 2 count once, and the students at Level 1 are not counted. Therefore if all students achieved a Level 3 or 4 the PI would be the maximum score of 200 out of 200.

The district will have raw score data for these assessments available as a result of regional scoring of the assessments so in the event data from New York State is unavailable at the time these scores need to be calculated, the district will calculate the PI locally using the most current and accurate raw to scale score and cut score conversion tables available for each assessment.

The Performance Index (PI) calculation will utilize the overall school-wide percentage of all students enrolled in that school (including general education, SWD, ELL, Economically Disadvantaged, Minority students and any other sub groups).

The calculation of the school-wide **Mean Performance Index (MPI)** and conversion of the MPI into points will be done using the process outlined below. The conversion of the MPI to a HEDI Score and

Rating will utilize either the 0-20 point conversion chart shown in Table 1 or, if the state adopts a 25 point value added growth score, the 0-15 point conversion chart shown in Table 2

For Courses in Grades 4-5:

*STEP 1: The **Performance Index (PI)** for each of the assessments will be calculated in the manner described in the New York State Report Card District Accountability and Overview Report*

$$"100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 2,\ 3\ and\ 4 + Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]" = PI$$

STEP 2: A **Mean Performance Index (MPI)** will be calculated using the following formula:

$$(ELA\ 3\ PI + ELA\ 4\ PI + ELA\ 5\ PI + Math\ 3\ PI + Math\ 4\ PI + Math\ 5\ PI + Science\ 4\ PI) \div 7 = MPI$$

STEP 3: The Mean Performance Index (MPI) for the school will be converted to a score for the Locally Selected Measure using the following table (see Table 1 below or Table 2 for Value-Added):

For Courses in Grades 6-8:

STEP 1: The Performance Index (PI) for each of the seven assessments will be calculated in the manner described in the New York State Report Card District Accountability and Overview Report

$$"100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 2,\ 3\ and\ 4 + Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]" = PI$$

STEP 2: A Mean Performance Index (MPI) will be calculated using the following formula:

$$(ELA\ 6\ PI + ELA\ 7\ PI + ELA\ 8\ PI + Math\ 6\ PI + Math\ 7\ PI + Math\ 8\ PI + Science\ 8\ PI) \div 7 = MPI$$

STEP 3: The Mean Performance Index (MPI) for the school will be converted to a score for the Locally Selected Measure using the following table (see Table 1 below or Table 2 for Value-Added):

Table 1: HEDI Points and Rating Conversion (20 Point Scale)

Mean Performance Index	HEDI Points	HEDI Rating
0-4	0	Ineffective
5-14	1	Ineffective
15-24	2	Ineffective
25-34	3	Developing
35-44	4	Developing
45-54	5	Developing
55-64	6	Developing
65-74	7	Developing
75-84	8	Developing
85-94	9	Effective

95-104	10	Effective
105-114	11	Effective
115-124	12	Effective
125-134	13	Effective
135-144	14	Effective
145-154	15	Effective
155-164	16	Effective
165-174	17	Effective
175-184	18	Highly Effective
185-194	19	Highly Effective
195-200	20	Highly Effective

Table 2: HEDI Points and Rating Conversion (15 Point Scale)

Mean Performance Index Range	HEDI Points	HEDI Rating
0-11	0	Ineffective
12-24	1	Ineffective
25-36	2	Ineffective
37-49	3	Developing
50-61	4	Developing
62-74	5	Developing
75-86	6	Developing
87-99	7	Developing
100-111	8	Effective
112-124	9	Effective
125-136	10	Effective
137-149	11	Effective
150-161	12	Effective
162-174	13	Effective
175-186	14	Highly Effective
187-200	15	Highly Effective

Penn Yan Central School District
**Locally Selected Measure for K-12 Teachers other than 4-8 ELA and/or Math
(attachment 3.13)**

MEASURES

The Locally Selected Measure for all teachers except 6-12 LOTE (see below) will be a **Mean Performance Index (MPI)** calculated by finding the average of the individual **Performance Index (PI)** of each of the following NYS Assessment results for all students enrolled in those courses during the current year:

For Courses in Grades K-5: ELA 3, ELA 4, ELA 5, Math 3, Math 4, Math 5, and Science 4.

For Courses in Grades 6-8: ELA 6, ELA 7, ELA 8, Math 6, Math 7, Math 8, and Science 8.

For Courses in Grades 9-12: English Regents, Common Core Algebra 1 Regents, Living Environment Regents, U.S. History Regents, Global Studies Regents.

For LOTE Courses in 6-12: Spanish 8, French 8, Spanish III, or French III

TEACHERS WITH MORE THAN ONE MEASURE

If educators have more than one locally selected measure (e.g. work in multiple buildings within the district), those measures will be combined into one HEDI rating and score for the locally selected measure subcomponent according to a formula determined by the Commissioner. The measures will each earn a score from 0-20 points (or 0-15 points with value added NYS-provided growth score) which the district will weight proportionately based on the number of students in each course in each building.

For example, if the PI for the elementary school was 10 out of 20 points and the PI for the middle school was 12 out of 20 points a music teacher who works 50% in the elementary school and 50% in the middle school would receive 5 HEDI points for the elementary school PI (50% of 10 points) and 6 points for the middle school PI (50% of 12 points) for a HEDI score of 11 points and a HEDI rating of Effective for the Locally Selected Measure component of their evaluation.

PERFORMANCE INDEX CALCULATION

As described by New York State in the *District Accountability and Overview Report* a **Performance Index (PI)** is a value from 0 to 200 indicating how that group performed on a required State test. Student scores on the tests are converted to 6 performance levels. In this calculation, the percentage of students in Level 3 and 4 are counted twice, the students in 2 are counted once, the percentage of students in Level 1 are not counted. Therefore if all students achieved a Level 3 or 4 the PI would be the maximum score of 200 out of 200.

In the PI calculation for 9-12 courses, the percentage of students in Level 3 and 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore if all students achieved a Level 3 or 4 the PI would be the maximum score of 200 out of 200.

The district will have raw score data for these assessments as a result of regional scoring of the assessments so in the event data from New York State is unavailable at the time these scores need to be

calculated, the district will calculate the PI locally using the most current and accurate raw to scale score and cut score conversion tables available for each assessment.

The Performance Index (PI) calculation will utilize the overall school-wide percentage of all students enrolled in that course (including general education, SWD, ELL, Economically Disadvantaged, Minority students and any other sub groups).

For Regents examinations only those students meeting the specific College and Career Ready standard will be included in Levels 3 and 4. Students above 65 but below the CCR standard for that exam will be included in Level 2. English, Social Studies and Science assessments are scored on a 0-100 point scale and use the following scoring bands for purposes of calculating the Performance Index: 0-55 is Level 1, 56-64 is Level 2, 65-74 is Level 3, and 75-100 is Level 4. Math assessments are scored on a 0-100 point scale and use the following scoring bands for purposes of calculating the Performance Index: 0-55 is Level 1, 56-64 is Level 2, 65-79 is Level 3, and 80-100 is Level 4.

French and/or Spanish courses will receive a school-wide achievement measure based on the PI of the student results on the regional LOTE assessments. The Spanish and French assessments are scored on a 0-100 point scale and use the following scoring bands for purposes of calculating the Performance Index: 0-55 is Level 1, 56-64 is Level 2, 65-74 is Level 3, and 75-100 is Level 4.

The Performance Index (PI) calculation for 9-12 courses will utilize the overall school-wide percentage of all students enrolled in that course (including general education, SWD, ELL, Economically Disadvantaged, Minority students and any other sub groups) regardless of grade level. For example: The Living Environment PI will include both 9th and 10th grade students enrolled in all sections of Living Environment in the current school year.

The calculation of the school-wide **Mean Performance Index (MPI)** and conversion of the MPI into points will be done using the process outlined below. The conversion of the MPI to a HEDI Score and Rating will utilize the 0-20 point conversion chart shown in Table 1.

For Courses in Grades K-5:

*STEP 1: The **Performance Index (PI)** for each of the assessments will be calculated in the manner described in the New York State Report Card District Accountability and Overview Report*

“ $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 2,\ 3\ and\ 4 + Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$ ” = PI

STEP 2: A **Mean Performance Index (MPI)** will be calculated using the following formula:

$(ELA\ 3\ PI + ELA\ 4\ PI + ELA\ 5\ PI + Math\ 3\ PI + Math\ 4\ PI + Math\ 5\ PI + Science\ 4) \div 7 = MPI$

STEP 3: The Mean Performance Index (MPI) for the school will be converted to a score for the Locally Selected Measure using Table 1 below.

For Courses in Grades 6-8 other than LOTE

STEP 1: The Performance Index (PI) for each of the seven assessments will be calculated in the manner described in the New York State Report Card District Accountability and Overview Report

“ $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 2,\ 3\ and\ 4 + Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$ ” = PI

STEP 2: A Mean Performance Index (MPI) will be calculated using the following formula:

$$(ELA\ 6\ PI + ELA\ 7\ PI + ELA\ 8\ PI + Math\ 6\ PI + Math\ 7\ PI + Math\ 8\ PI + Science\ 8) \div 7 = MPI$$

STEP 3: The Mean Performance Index (MPI) for the school will be converted to a score for the Locally Selected Measure using the see Table 1 below.

For Courses in Grades 9-12 other than LOTE:

STEP 1: The Performance Index (PI) for each of the five assessments will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report

$$100 \times [(Count\ of\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Students\ Enrolled\ in\ the\ Course\ on\ BEDS\ day] = PI$$

STEP 2: A Mean Performance Index (MPI) will be calculated using the following formula:

$$(English\ Regents\ PI + Common\ Core\ Algebra\ 1\ Regents\ PI + Living\ Environment\ Regents\ PI + U.S.\ History\ Regents\ PI + Global\ Studies\ Regents\ PI) \div 5 = MPI$$

STEP 3: The Mean Performance Index (MPI) for the school will be converted to a score for the Locally Selected Measure using the see Table 1 below.

For 6-12 LOTE courses:

STEP 1: The School-Wide Performance Index (PI) for the regional consortium assessments in LOTE (either Spanish 8, French 8, Spanish III, or French III) will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report

$$100 \times [(Count\ of\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Students\ Enrolled\ in\ the\ Course\ on\ BEDS\ day] = PI$$

STEP 2: The School-Wide Performance Index (PI) on a given assessment (either Spanish 8, French 8, Spanish III, or French III) will be converted to a score for the Locally Selected Measure using Table 1 below.

Table 1: HEDI Points and Rating Conversion (20 point scale)

Mean Performance Index	HEDI Points	HEDI Rating
0-4	0	Ineffective
5-14	1	Ineffective
15-24	2	Ineffective
25-34	3	Developing
35-44	4	Developing
45-54	5	Developing

55-64	6	Developing
65-74	7	Developing
75-84	8	Developing
85-94	9	Effective
95-104	10	Effective
105-114	11	Effective
115-124	12	Effective
125-134	13	Effective
135-144	14	Effective
145-154	15	Effective
155-164	16	Effective
165-174	17	Effective
175-184	18	Highly Effective
185-194	19	Highly Effective
195-200	20	Highly Effective

Penn Yan Central School District
Other Measures of Teacher Effectiveness (attachment 4.5)

Each teacher will be observed by their Lead Evaluator at least 2 times per year. Each teacher will meet with their Lead Evaluator at least 3 times per year to review their rating on the rubric. In the fall each teacher will have a baseline rating on all 22 components. The lead evaluator and teacher will meet at least once between the first and second semesters for a checkpoint meeting to review the teacher’s rubric ratings based on all evidence collected to that point. A final end of year summative evaluation meeting will be held and final rubric ratings shared with the teacher based on all evidence collected for the year. Final rubric evaluations will reflect all evidence collected by or provided to the lead evaluator during the school year.

As the lead evaluator conducts observations, evidence collected at those observations will be used to determine any changes in rating on any or all observed components. In this way the teacher will know at any given time of the year what their current rating is on each component individually and on the rubric as a whole. Rather than a single “event” the rubric will be a “living document” that is modified throughout the year. Ratings on the rubric will occur at three points during the school year: 1) initial goal setting meeting, 2) the mid-year checkpoint meeting, and 3) the end of year summative meeting. Ratings are determined by the Lead Evaluator based on the preponderance of evidence collected up to that point. The final end of year scores will be based on the rubric ratings from the initial goal setting and mid-year checkpoint meetings as well as observations conducting prior to the end of year meeting.

Rubric HEDI Score and Rating Process

The process for calculating a teacher’s rubric rating is consistent throughout the school year. At each meeting where new evidence is reviewed and the rubric score updated the following calculating process is applied.

Step 1 – Score Components Individually: The lead evaluator will score each of the 22 rubric components using a 8 place scale. The addition of “split points” allows the teacher and lead evaluator to acknowledge growth when at least half of the elements of the next highest level are reflected in the evidence without having to give a rating where not all aspects of the rubric language have been met. The 8 places of the scale have specific point values as shown below:

<i>Rating</i>	Ineffective		Developing		Effective		Highly Effective	
<i>Component Score</i>	0	49	50	56	57	58	59	60

In the example below the rubric ratings for a hypothetical teacher are indicating using this 8 point scale.

Teacher A (example)				
Components Domain 1 & 4		Rating	Components Domain 2 & 3	
1a		50	2a	0
1b		54	2b	50
1c		54	2c	58
1d		50	2d	59
1e		57	2e	54
1f		58	3a	57
4a		59	3b	57
4b		60	3c	59
4c		54	3d	50
4d		57	3e	58
4e		54		
4f		57		

Step 2 – Calculate Average Rating of all Components: The average of components 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, and 3e is calculated. Next the average of components 1a, 1b, 1c, 1d, 1e, 1f, 4a, 4b, 4c, 4d, 4e, and 4f is calculated. These averages are truncated rather than rounded.

Step 3 – Weight the Averages to compensate for different number of Components: To give equal weight to all four domains despite the uneven number of components in each 1 point is added to the average of Domains II and III and 1 point subtracted from Domains I and IV.

For the Teacher A example above these averages and truncated numbers would be as follows:

Teacher A (example)	Calculated Score	Truncated Score	Adjustment	Domain Sub-Total
Average of Domains 1 & 4	55.33	55.00	-1	54.00
Average of Domains 2 & 3	50.20	50.00	+1	51.00

Step 4 – Convert Sum into 60 point scale: the final step is to add the two numbers from step 3 together and divide by 2 to arrive at a total score out of 60 possible points. These points correlate to the HEDI Score directly and the HEDI Ratings are applied as described in the guidance from the Commissioner.

For our Teacher A example above the Domain Sub-Totals are added together (54 + 51 = 106) and that number is divided by 2 (106/2 = 52.5). The final number is again truncated to arrive at a HEDI Score of 52 out of 60 and a HEDI Rating for “Other Measures of Effectiveness” of Developing using the scoring bands shown below.

Other Measures of Effectiveness (60 points)	
59-60	Highly Effective
57-58	Effective
50-56	Developing
0-49	Ineffective

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

TEACHER IMPROVEMENT PLAN

While our focus throughout the APPR process is supporting the self-directed professional growth of teachers, we recognize that some teachers will need differentiated support to achieve effective teaching levels. New York State law and regulations provide that “an improvement plan shall be developed locally through negotiations pursuant to article 14 of the Civil Service Law and shall include, but need not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiate activities to support a teacher's or principal's improvement in those areas.”

Teachers earning a composite (i.e. overall) rating of “developing” will begin a Teacher Improvement Plan which utilizes the same process and documents as the standard APPR, however the process and documents will also need to meet the following requirements:

1. The Lead Evaluator will select the specific focus area or areas from the rubric which are in need of improvement. The current state and desired state as described in the rubric will be clearly identified.
2. The Teacher will indicate what specific differentiated activities they intend to engage in to promote their professional growth in the focus area(s). The Teacher will provide evidence at subsequent meetings of their progress in these activities.
3. The Teacher is expected to demonstrate progress in aspects of the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the lead evaluator can confidently move the teacher up a rubric level in some or most of the elements within a specific component(s) of focus.

Teachers earning a composite (i.e. overall) rating of “ineffective” will begin a Teacher Improvement Plan which utilizes the same process and documents as the standard APPR, all of the requirements for “developing” teachers (see above) and the following additional requirements:

4. The Lead Evaluator will determine the structure and frequency of observations, meetings, and additional evidence the teacher needs to provide relative to the focus area(s).
5. The Lead Evaluator will indicate additional specific differentiated activities the Teacher will be required to engage in to promote their professional growth in the focus area(s). The Teacher will provide evidence at subsequent meetings of their progress in these activities.
6. The Teacher is expected to demonstrate significant progress in the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the lead evaluator can confidently move the teacher up a rubric level in most or all of the elements within a specific component(s) of focus.

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

DOMAIN 1: PLANNING AND PREPARATION

Component	Ineffective	Developing	Effective	Highly Effective
1a: <i>Demonstrating knowledge of content and pedagogy</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b: <i>Demonstrating knowledge of students</i>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

Component	Ineffective	Developing	Effective	Highly Effective
1c: Setting instructional outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1d: Demonstrating knowledge of resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing coherent instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

Component	Ineffective	Developing	Effective	Highly Effective
<i>1f: Designing student assessment</i>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

DOMAIN 1: PLANNING AND PREPARATION

	POINTS (0-60)	NOTES
<i>1a: Demonstrating knowledge of content and pedagogy</i>		
<i>1b: Demonstrating knowledge of students</i>		
<i>1c: Setting instructional outcomes</i>		
<i>1d: Demonstrating knowledge of resources</i>		
<i>1e: Designing coherent instruction</i>		
<i>1f: Designing student assessment</i>		

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

DOMAIN 2: CLASSROOM ENVIRONMENT

Component	Ineffective	Developing	Effective	Highly Effective
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

2d: Managing student behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students
2e: Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 2: CLASSROOM ENVIRONMENT

	POINTS (0-60)	NOTES
2a: Creating an environment of respect and rapport		
2b: Establishing a culture for learning		
2c: Managing classroom procedures		
2d: Managing student behavior		
2e: Organizing Physical Space		

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

DOMAIN 3: INSTRUCTION

Component	Ineffective	Developing	Effective	Highly Effective
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b: Using questioning and discussion techniques	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

DOMAIN 3: INSTRUCTION

	POINTS (0-60)	NOTES
3a: Communicating with students		
3b: Using questioning and discussion techniques		
3c: Engaging students in learning		
3d: Using Assessment in Instruction		
3e: Demonstrating flexibility and responsiveness		

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

<p>4d: Participating in a Professional Community</p>	<p>Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
<p>4e: Growing and Developing Professionally</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>
<p>4f: Demonstrating Professionalism</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	POINTS (0-60)	NOTES
<i>4a: Reflecting on Teaching</i>		
<i>4b: Maintaining Accurate Records</i>		
<i>4c: Communicating with Families</i>		
<i>4d: Participating in a Professional Community</i>		
<i>4e: Growing and Developing Professionally</i>		
<i>4f: Demonstrating Professionalism</i>		

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

Initial Planning Meeting Date _____

Prior School Year Evaluation Results

Growth Score & Rating:
Local Assessment Score & Rating:
Other Measures of Teacher Effectiveness Score & Rating:
Composite Score & Rating:

Focus Area(s): The Lead Evaluator will select the specific focus area or areas from the rubric which are in need of improvement. The current state and desired state as described in the rubric will be clearly identified.

Focus Area #1:	Current State:	Desired State:	Timeline for Achieving Improvement:
Focus Area #2:	Current State:	Desired State:	Timeline for Achieving Improvement:
Focus Area #3:	Current State:	Desired State:	Timeline for Achieving Improvement:

Differentiated Activities: Indicate what specific differentiated activities the teacher will engage in to promote their professional growth in the focus area(s). The Teacher will provide evidence at subsequent meetings of their progress in these activities. *Teachers with a "developing" rating may select activities; teachers with an "ineffective" rating will have activities selected for them by the lead evaluator.*

Evidence of progress: The Teacher is expected to demonstrate progress in aspects of the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the lead evaluator can confidently move the teacher up a rubric level in some or most of the elements within a specific component(s) of focus.

Other Meeting Notes:

Administrator Signature

Date

Teacher Signature

Date

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

Observation / Evidence Menu (completed during each meeting)

Scheduling

Method	Number of Observations before next meeting	Length/Timeframe
<input type="checkbox"/> In Person <input type="checkbox"/> Video <input type="checkbox"/> Combination <input type="checkbox"/> Other _____	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Other _____	<input type="checkbox"/> Less than 15 minutes <input type="checkbox"/> 15-25 minutes <input type="checkbox"/> Full Period/Lesson <input type="checkbox"/> Other _____

Pre-Observation Protocol

Pre-Observation Meeting	Pre-Observation Paperwork
<input type="checkbox"/> Meet prior to each announced observation <input type="checkbox"/> Meet prior to first announced observation <input type="checkbox"/> Meet before, only as needed <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Partial Lesson: Summary <input type="checkbox"/> Full Lesson Summary <input type="checkbox"/> Full Lesson Plan
Notes:	Notes:

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

Observation Data/Evidence

Data/Evidence Shared	Data/Evidence Focus
<input type="checkbox"/> At next meeting <input type="checkbox"/> As soon as possible <input type="checkbox"/> Other _____	<input type="checkbox"/> Specific Instructional Focus Domain/Component _____ <input type="checkbox"/> Other _____
Notes:	Notes:

Post-Observation Protocol

Post-Observation Meeting	Post-Observation Paperwork
<input type="checkbox"/> Meet after each observation <input type="checkbox"/> Meet after all observations <input type="checkbox"/> Meet only as requested <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Summary of Meeting <input type="checkbox"/> Teacher Reflection, submitted prior to the meeting <input type="checkbox"/> Other _____
Notes:	Notes:

Penn Yan APPR / Teacher Improvement Plan

Teacher Name: _____ Lead Evaluator Name: _____ School Year: _____

Checkpoint Meeting (duplicate as needed for additional checkpoint meetings)

Date _____

Review of Focus Area(s): The Lead Evaluator will select the specific focus area or areas from the rubric which are in need of improvement. The current state and desired state as described in the rubric will be clearly identified.

Focus Area #1 Current State (as of this meeting):

Focus Area #2 Current State (as of this meeting):

Focus Area #3 Current State (as of this meeting):

Review of Differentiated Activities: Indicate what specific differentiated activities the teacher will engage in to promote their professional growth in the focus area(s). The Teacher will provide evidence at subsequent meetings of their progress in these activities.

Review Evidence of progress to date: The Teacher is expected to demonstrate progress in aspects of the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the lead evaluator can confidently move the teacher up a rubric level in some or most of the elements within a specific component(s) of focus.

Other Meeting Notes:

Administrator Signature

Date

Teacher Signature

Date

Penn Yan Central School District
Locally Selected Measure Principals (attachment 8.1)

MEASURES

The Locally Selected Measure for Principals will be a **Mean Performance Index (MPI)** calculated by finding the average of the individual **Performance Index (PI)** of each of the following NYS Assessment results for all students enrolled in those courses during the current year:

Principals with Grades K-5: ELA 3, ELA 4, ELA 5, Math 3, Math 4, Math 5, and Science 4.

Principals with Grades 6-8: ELA 6, ELA 7, ELA 8, Math 6, Math 7, Math 8, and Science 8.

Principals with Grades 9-12: English Regents, Common Core Algebra 1 Regents, Living Environment Regents, U.S. History Regents, Global Studies Regents.

PERFORMANCE INDEX CALCULATION

As described by New York State in the *District Accountability and Overview Report a Performance Index (PI)* is a value from 0 to 200 indicating how that group performed on a required State test. Student scores on the tests are converted to 4 performance levels. In this calculation, the percentage of students in Level 3 and 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore if all students achieved a Level 3 or 4 the PI would be the maximum score of 200 out of 200.

The district will have raw score data for these assessments available as a result of regional scoring of the assessments so in the event data from New York State is unavailable at the time these scores need to be calculated, the district will calculate the PI locally using the most current and accurate raw to scale score and cut score conversion tables available for each assessment.

The Performance Index (PI) calculation will utilize the overall school-wide percentage of all students enrolled in that school (including general education, SWD, ELL, Economically Disadvantaged, Minority students and any other sub groups).

The calculation of the school-wide **Mean Performance Index (MPI)** and conversion of the MPI into points will be done using the process outlined below. The conversion of the MPI to a HEDI Score and Rating will utilize either the 0-20 point conversion chart shown in Table 1 or, if the state adopts a 25 point value added growth score, the 0-15 point conversion chart shown in Table 2

For K-5 Principals

*STEP 1: The **Performance Index (PI)** for each of the assessments will be calculated in the manner described in the New York State Report Card District Accountability and Overview Report*

“ $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 2,\ 3\ and\ 4 + Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$ ” = PI

STEP 2: A **Mean Performance Index (MPI)** will be calculated using the following formula:

$$(ELA\ 3\ PI + ELA\ 4\ PI + ELA\ 5\ PI + Math\ 3\ PI + Math\ 4\ PI + Math\ 5\ PI + Science\ 4\ MPI) \div 7 = MPI$$

STEP 3: The Mean Performance Index (MPI) for the school will be converted to a score for the Locally Selected Measure using Table 1 below or Table 2 for Value-Added.

For 6-8 Principals

STEP 1: The Performance Index (PI) for each of the seven assessments will be calculated in the manner described in the New York State Report Card District Accountability and Overview Report

$$"100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 2,\ 3\ and\ 4 + Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Level\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]" = PI$$

STEP 2: A Mean Performance Index (MPI) will be calculated using the following formula:

$$(ELA\ 6\ PI + ELA\ 7\ PI + ELA\ 8\ PI + Math\ 6\ PI + Math\ 7\ PI + Math\ 8\ PI + Science\ 8\ MPI) \div 7 = MPI$$

STEP 3: The Mean Performance Index (MPI) for the school will be converted to a score for the Locally Selected Measure using Table 1 below or Table 2 for Value-Added.

Table 1: HEDI Points and Rating Conversion (20 Point Scale)

Mean Performance Index	HEDI Points	HEDI Rating
0-4	0	Ineffective
5-14	1	Ineffective
15-24	2	Ineffective
25-34	3	Developing
35-44	4	Developing
For 45-54	5	Developing
55-64	6	Developing
65-74	7	Developing
75-84	8	Developing
85-94	9	Effective
95-104	10	Effective
105-114	11	Effective
115-124	12	Effective
125-134	13	Effective
135-144	14	Effective
145-154	15	Effective
155-164	16	Effective
165-174	17	Effective
175-184	18	Highly Effective
185-194	19	Highly Effective
195-200	20	Highly Effective

Table 2: HEDI Points and Rating Conversion (15 Point Scale)

Mean Performance Index Range	HEDI Points	HEDI Rating
0-11	0	Ineffective
12-24	1	Ineffective
25-36	2	Ineffective
37-49	3	Developing
50-61	4	Developing
62-74	5	Developing
75-86	6	Developing
87-99	7	Developing
100-111	8	Effective
112-124	9	Effective
125-136	10	Effective
137-149	11	Effective
150-161	12	Effective
162-174	13	Effective
175-186	14	Highly Effective
187-200	15	Highly Effective

For 9-12 Principals

The Locally Selected Measure will be the **4-year June High School Cohort Graduation Rate** for all students as provided in the *New York State Report Card District Accountability and Overview Report*. Graduation rates are a percentage out of a maximum of 100 rounded to the nearest whole number.

The conversion of the graduation rate into points and HEDI rating for principals (pre-Value Added) will be done using Table 3 below or Table 4 for Value-Added.

Table 3: HEDI Points and Rating Conversion

4-year June High School Cohort Graduation rate (rounded percentage range)	HEDI Points	HEDI Rating
0-2	0	Ineffective
3-7	1	Ineffective
8-12	2	Ineffective
13-17	3	Developing
18-22	4	Developing

23-27	5	Developing
28-32	6	Developing
33-37	7	Developing
38-42	8	Developing
43-47	9	Effective
48-52	10	Effective
53-57	11	Effective
58-62	12	Effective
63-67	13	Effective
68-72	14	Effective
73-77	15	Effective
78-82	16	Effective
83-87	17	Effective
88-92	18	Highly Effective
93-97	19	Highly Effective
98-100	20	Highly Effective

Table 4: HEDI Points and Rating Conversion (15 Point Scale)

4-year June High School Cohort Graduation rate (rounded percentage range)	HEDI Points	HEDI Rating
0-6	0	Ineffective
7-12	1	Ineffective
13-18	2	Ineffective
19-25	3	Developing
26-31	4	Developing
32-37	5	Developing
38-43	6	Developing
44-49	7	Developing
50-56	8	Effective
57-63	9	Effective
64-68	10	Effective
69-75	11	Effective
76-82	12	Effective
83-89	13	Effective
90-95	14	Highly Effective
96-100	15	Highly Effective

Penn Yan Central School District
Other Measures of Principal Effectiveness (attachment 9.7)

Each Principal will meet with their lead evaluator (Superintendent or Superintendent’s Designee) at least 3 times per year to review their rating on the rubric. The lead evaluator (Superintendent or Superintendent’s Designee) will conduct at least 2 school visits per year. In the fall each Principal will have a baseline rating on all 22 components. The lead evaluator and Principal will meet at least once between the first and second semesters for a checkpoint meeting to review the Principal’s rubric ratings based on all evidence collected to that point. A final end of year summative evaluation meeting will be held and final rubric ratings shared with the Principal based on all evidence collected for the year. Final rubric evaluations will reflect all evidence collected by or provided to the lead evaluator during the school year.

As the lead evaluator conducts observations, evidence collected at those observations will be used to determine any changes in rating on any or all observed components. In this way the Principal will know at any given time of the year what their current rating is on each component individually and on the rubric as a whole. Rather than a single “event” the rubric will be a “living document” that is modified throughout the year.

Rubric HEDI Score and Rating Process

The process for calculating a Principal’s rubric rating is consistent throughout the school year. At each meeting where new evidence is reviewed and the rubric score updated the following calculating process is applied.

Step 1 – Score Components Individually: The lead evaluator will score each of the 22 rubric components using an 8 place scale. The addition of “split points” allows the Principal and lead evaluator to acknowledge growth when at least half of the elements of the next highest level are reflected in the evidence without having to give a rating where not all aspects of the rubric language have been met. The 8 places of the scale have specific point values as shown below:

<i>Rating</i>	Ineffective		Developing		Effective		Highly Effective	
<i>Component Score</i>	0	49	50	56	57	58	59	60

In the example below the rubric ratings for a hypothetical Principal are indicating using this 8 point scale.

Principal A	
Component	Rating
1a	50
1b	54
2a	54

2b	50
2c	57
2d	58
2e	0
3a	50
3b	58
3c	59
3d	54
4a	57
4b	57
4c	59
5a	50
5b	58
6a	59
6b	60
7a	54
7b	57
7c	54
7d	57

Step 2 – Calculate Average Rating of all Components: The average of all 22 components observed over multiple school visits and based on evidence collected is calculated. This average is truncated rather than rounded.

For the Principal A example above the average is 53 and truncated number is 53.

Step 3 – Convert Average to HEDI Ratings: the final step is to correlate the average truncated score out of 60 points to the HEDI Score directly and to apply the HEDI Ratings as described in the guidance from the Commissioner.

For our Principal A example above the final average number is truncated to arrive at a HEDI Score of 53 out of 60 and a HEDI Rating for “Other Measures of Effectiveness” of Developing using the scoring bands shown below.

Other Measures of Effectiveness (60 points)	
59-60	Highly Effective
57-58	Effective
50-56	Developing
0-49	Ineffective

Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ Lead Evaluator Name: _____ School Year: _____

PRINCIPAL IMPROVEMENT PLAN

While our focus throughout the APPR process is supporting the self-directed professional growth of principals, we recognize that some principals will need differentiated support to achieve effective leadership levels. New York State law and regulations provide that “an improvement plan shall be developed locally through negotiations pursuant to article 14 of the Civil Service Law and shall include, but need not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiate activities to support a principal's or principal's improvement in those areas.”

Principals earning a composite (i.e. overall) rating of “developing” will begin a Principal Improvement Plan which utilizes the same process and documents as the standard APPR, however the process and documents will also need to meet the following requirements:

1. The Lead Evaluator will select the specific focus area or areas from the rubric which are in need of improvement. The current state and desired state as described in the rubric will be clearly identified.
2. The principal will indicate what specific differentiated activities they intend to engage in to promote their professional growth in the focus area(s). The principal will provide evidence at subsequent meetings of their progress in these activities.
3. The principal is expected to demonstrate progress in aspects of the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the lead evaluator can confidently move the principal up a rubric level in some or most of the elements within a specific component(s) of focus.

Principals earning a composite (i.e. overall) rating of “ineffective” will begin a Principal Improvement Plan which utilizes the same process and documents as the standard APPR, all of the requirements for “developing” principals (see above) and the following additional requirements:

4. The Lead Evaluator will determine the structure and frequency of visits, meetings, and additional evidence the principal needs to provide relative to the focus area(s).
5. The Lead Evaluator will indicate additional specific differentiated activities the principal will be required to engage in to promote their professional growth in the focus area(s). The principal will provide evidence at subsequent meetings of their progress in these activities.
6. The principal is expected to demonstrate significant progress in the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the lead evaluator can confidently move the principal up a rubric level in most or all of the elements within a specific component(s) of focus.

Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ Lead Evaluator Name: _____ School Year: _____

Domain 1 – Shared Vision of Learning

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

Component	Ineffective	Developing	Effective	Highly Effective
1a Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	Claims to have a vision and mission for the school, but keeps it private.	Identifies the school's vision and mission, and makes them public	Collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning	Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning
1b Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	School vision and mission are unrelated to the district vision and mission	School vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought	School vision and mission aligns with the vision and mission of the district	School vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide
1c Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	disregards the need to use the school's vision and mission to guide goals, plans and actions	refers to the school vision and mission as a document unconnected to programs, policies or practices	explicitly links the school's vision and mission to programs and policies	uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decisionmaking
1d Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	assumes that the school's improvement is either an event or the responsibility of a single individual	provides selected staff with opportunities to discuss school improvement efforts	has a process and structure in place for organizational improvement and uses it to assess the school	uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement

Domain 1 – Shared Vision of Learning

	POINTS (0-60)	NOTES
1a: Culture		
1b: Culture		
1c: Culture		
1d: Sustainability		

Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

Domain 2 – School Culture and Instructional Program

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

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

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Principal Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

<p>2d Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning)</p>	<p>promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p>	<p>establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p>	<p>creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks</p>	<p>engages students and principals in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p>
<p>2e Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning)</p>	<p>maintains a hands off approach to instruction</p>	<p>provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”</p>	<p>supervises instruction and makes explicit the expectation that principals remain current in research based, best practices and incorporate them into their own work</p>	<p>supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p>
<p>2f Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning)</p>	<p>initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to principals in classrooms, etc.)</p>	<p>allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to principals in classrooms, etc.)</p>	<p>maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>
<p>2g Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)</p>	<p>assumes titled leaders are able to handle administrative responsibilities and principals to be able to instruct students</p>	<p>invests in activities that promote the development of a select group of leaders</p>	<p>develops the instructional and leadership capacity of staff</p>	<p>develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school</p>

Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

2h Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)	is unaware of effective and appropriate technologies available	provides the necessary hardware and software, and establishes the expectation that principals will integrate technology into student learning experiences	promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available	engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization
2i Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	uses "accountability" to justify a system that links student achievement with accolades and blame	assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other	develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	facilitates regular use of easily accessible assessment and accountability systems that enable students, principals, and parents to monitor student progress, principal learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.
2j Strategic Planning Process: monitoring/inquiry (the implementation and stewardship of goals, decisions and actions)	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program	provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

Domain 2 – School Culture and Instructional Program

	POINTS (0-60)	NOTES
2a Culture		
2b Culture		
2c Culture		
2d Instructional Program		
2e Instructional Program		
2f Instructional Program		

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Principal Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

2g Capacity Building		
2h Capacity Building		
2i Sustainability		
2j Strategic Planning Process: monitoring/inquiry		

Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ Lead Evaluator Name: _____ School Year: _____

Domain 3 – Safe, Efficient, Effective Learning Environment

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

Component	Ineffective	Developing	Effective	Highly Effective
3a Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)	obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need	obtains human, fiscal and technological resources and allocates them without an apparent plan	obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources	considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs
3b Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)	considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	embeds distributed leadership into all levels of the organization by enabling administrative, principal, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow
3c Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	promotes and protects the welfare and safety of students and staff	engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls
3d Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	avoids engaging with management or operations systems	monitors and evaluates the management and operational systems	monitors, evaluates and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
3e Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning)	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for principals to support instruction and learning	ensures principal and organizational time is focused to support quality instruction and student learning	engages groups of students and principals in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

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Principal Name: _____ Lead Evaluator Name: _____ School Year: _____

Domain 3 – Safe, Efficient, Effective Learning Environment

	POINTS (0-60)	NOTES
3a Capacity Building		
3b Capacity Building		
3c Culture		
3d Sustainability		
3e Instructional Program		

Domain 4 - Community

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

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

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Principal Name: _____ Lead Evaluator Name: _____ School Year: _____

Domain 4 - Community

	POINTS (0-60)	NOTES
4a Strategic Planning Process: Inquiry		
4b Culture		
4c Sustainability		

Domain 5 – Integrity, Fairness, Ethics

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

Component	Ineffective	Developing	Effective	Highly Effective
5a Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)	associates “accountability” with threats and blame for students’ academic and social difficulties	focuses on accountability for academic and social success of students whose test results threaten the school’s standing	ensures a system of accountability for every student’s academic and social success	enables an approach to “accountability” that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student’s academic and social success
5b Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)	makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.	makes decisions and takes actions without considering consequences, dealing with them if and when they occur	considers and evaluates the potential moral and legal consequences of decision-making	engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good
5c Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)	blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders	assumes responsibility for decisions and actions related to mandates	assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility	promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school’s learning and work and align with its ethical and moral beliefs

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Principal Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

5d Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others	proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others	models principles of self-awareness, reflective practice, transparency, and ethical behavior	engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them
5e Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	pays lip service to values related to democracy, equity and diversity	holds others accountable for upholding the values of democracy, equity and diversity	safeguards the values of democracy, equity, and diversity	provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity
5f Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	implements strategies that group and label students with specific needs, isolating them from the mainstream	asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	promotes social justice and ensures that individual student needs inform all aspects of schooling	creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions

Domain 5 – Integrity, Fairness, Ethics

	POINTS (0-60)	NOTES
5a Sustainability		
5b Sustainability		
5c Sustainability		
5d Culture		
5e Culture		
5f Culture		

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

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

Component	Ineffective	Developing	Effective	Highly Effective
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Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

6a Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	appears unaware of decisions affecting student learning made outside of own school or district	reacts to district, state and national decisions affecting student learning	acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district	engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning
6b Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	waits to be told how to respond to emerging trends or initiatives	continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements
6c Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	advocates for self and own interests	advocates for selected causes	advocates for children, families, and caregivers	guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another

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

	POINTS (0-60)	NOTES
6a Sustainability		
6b Sustainability		
6c Culture		

Domain 7 – Goal Setting and Attainment

Component	Ineffective	Developing	Effective	Highly Effective
7a Uncovering Goals • Align • Define	"does" goal setting in order to be in compliance with mandates or regulations	completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning	engages in the goal setting process as part of own professional improvement as related to improving student learning	embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision

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Principal Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

7b Uncovering Goals • Align • Define	operates from own opinion and perceptions without attending to vision and data	considers data gathered about principal practice, academic results and/or school learning environment in isolation of the school and district vision	works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about principal practice, academic results and/or the school learning environment	engages a cross role group, including the superintendent, principals and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, principal practice, academic results and/or the school learning environment
7c Uncovering Goals • Align • Define	extracts goals from own interests	establishes goals that focus on improving principal practice, and academic results and/or school learning environment	creates goals that connect changes in principal practice to the improvement of principal practice, academic results, and/or school learning environment in order to improve student learning	generates goals that maximize on the principal's role in improving principal practice, academic results, and/or school learning environment in the service of improving learning
7d Uncovering Goals • Align • Define	goals are isolated action steps, unaligned to a goal that can actually be worked toward	goals are broad, general, aspirational statements that are too big to be assessed	goals are stated in ways that allow progress toward them to be assessed	goals are expressed in statements that are both actionable and measurable
7e Strategic Planning • Prioritize • Strategize	considers goals in no special order	prioritizes goals based on own interests	prioritizes goals by considering what can be gained by pursuing each	prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others
7f Strategic Planning • Prioritize • Strategize	changes commitment to goals as new ones emerge	relies on own perspective to assert the importance and alignment of identified goals	uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs	uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs
7g Strategic Planning • Prioritize • Strategize	lists generic strategies that could apply to a variety of goals	lists strategies that will be used to accomplish goals identified	articulates strategies supporting actions, and reasons for selecting them	articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions ⁶ related to each, and evidence of strategy's impact.

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7h Strategic Planning • Prioritize • Strategize	states the benefits of attaining the goal(s)	describes, in general terms, what successful goal attainment will look like and accomplish	identifies anticipated specific measures of success for each goal	describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision
7i Taking Action • Mobilize • Monitor • Refine	refers in general to working toward goals, but is unable to articulate related steps or strategies	identifies a series of individual actions for each goal without specifying whether the goals are long or short term	creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term	designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies
7j Taking Action • Mobilize • Monitor • Refine	speaks about taking actions, but has trouble committing and getting started	implements the action plan quietly and privately	implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well	shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning
7k Taking Action • Mobilize • Monitor • Refine	changes goals to better match what is currently happening or uses what is happening to rationalize giving up	adjusts goals and actions based on instinct and self-perceptions	monitors and refines goals and/or action steps, based on formative assessment of evidence collected	seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan
7l Evaluating Attainment • Document • Insights • Accomplishments • New questions • Implications for moving forward • Next steps	documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement	sporadically documents thinking related to key moments, obstacles or achievements	periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise	throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences
7m Evaluating Attainment • Document • Insights • Accomplishments • New questions • Implications for moving forward • Next steps	categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work	evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved	evaluates goals and goal attainment by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision	taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning

Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ **Lead Evaluator Name:** _____ **School Year:** _____

<p>7n Evaluating Attainment • Document • Insights • Accomplishments • New questions • Implications for moving forward • Next steps</p>	<p>dismisses the possibility of using goals to define next steps</p>	<p>considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve</p>	<p>determines next steps and future actions to improve student learning, principal practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements</p>	<p>engages stakeholders in planning, future goals, actions and next steps to improve student learning, principal practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision</p>
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Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ Lead Evaluator Name: _____ School Year: _____

Domain 7 – Goal Setting and Attainment

	POINTS (0-60)	NOTES
7a Uncovering Goals • Align • Define		
7b Uncovering Goals • Align • Define		
7c Uncovering Goals • Align • Define		
7d Uncovering Goals • Align • Define		
7e Strategic Planning • Prioritize • Strategize		
7f Strategic Planning • Prioritize • Strategize		
7g Strategic Planning • Prioritize • Strategize		
7h Strategic Planning • Prioritize • Strategize		
7i Taking Action • Mobilize • Monitor • Refine		
7j Taking Action • Mobilize • Monitor • Refine		
7k Taking Action • Mobilize • Monitor • Refine		
7l Evaluating Attainment • Document o Insights o Accomplishments o New questions o Implications for moving forward • Next steps		
7m Evaluating Attainment • Document o Insights o Accomplishments o New questions o Implications for moving forward • Next steps		
7n Evaluating Attainment • Document o Insights o Accomplishments o New questions o Implications for moving forward • Next steps		

Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ Lead Evaluator Name: _____ School Year: _____

Initial Planning Meeting Date _____

Prior School Year Evaluation Results

Growth Score & Rating:
Local Assessment Score & Rating:
Other Measures of Principal Effectiveness Score & Rating:
Composite Score & Rating:

Focus Area(s): The Lead Evaluator will select the specific focus area or areas from the rubric which are in need of improvement. The current state and desired state as described in the rubric will be clearly identified.

Focus Area #1:	Current State:	Desired State:	Timeline for Achieving Improvement:
Focus Area #2:	Current State:	Desired State:	Timeline for Achieving Improvement:
Focus Area #3:	Current State:	Desired State:	Timeline for Achieving Improvement:

Differentiated Activities: Indicate what specific differentiated activities the principal will engage in to promote their professional growth in the focus area(s). The Principal will provide evidence at subsequent meetings of their progress in these activities. *Principals with a “developing” rating may select activities; principals with an “ineffective” rating will have activities selected for them by the lead evaluator.*

Evidence of progress: The Principal is expected to demonstrate progress in aspects of the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the lead evaluator can confidently move the principal up a rubric level in some or most of the elements within a specific component(s) of focus.

Other Meeting Notes:

_____	_____	_____	_____
Lead Evaluator Signature	Date	Principal Signature	Date

Penn Yan APPR / Principal Improvement Plan

Principal Name: _____ Lead Evaluator Name: _____ School Year: _____

Checkpoint Meeting (duplicate as needed for additional checkpoint meetings)

Date _____

Review of Focus Area(s): The Lead Evaluator will select the specific focus area or areas from the rubric which are in need of improvement. The current state and desired state as described in the rubric will be clearly identified.

Focus Area #1 Current State (as of this meeting):

Focus Area #2 Current State (as of this meeting):

Focus Area #3 Current State (as of this meeting):

Review of Differentiated Activities: Indicate what specific differentiated activities the principal will engage in to promote their professional growth in the focus area(s). The Principal will provide evidence at subsequent meetings of their progress in these activities.

Review Evidence of progress to date: The Principal is expected to demonstrate progress in aspects of the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the lead evaluator can confidently move the principal up a rubric level in some or most of the elements within a specific component(s) of focus.

Other Meeting Notes:

Lead Evaluator Signature

Date

Principal Signature

Date

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

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

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

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

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

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

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

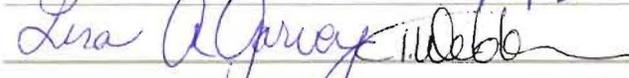
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

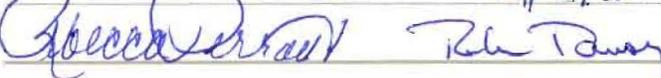
Superintendent Signature: Date: 12/20/13



Teachers Union President Signature: Date: 12/20/13



Administrative Union President Signature: Date: 12/20/13



Board of Education President Signature: Date: 12/20/13

