



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

Acting Commissioner of Education
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Albany, New York 12234

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June 16, 2015

Revised-Expedited Assessment Material Change

Jamie Farr, Superintendent
Phelps-Clifton Springs Central School District
1490 State Route 488
Clifton Springs, NY 14432

Dear Superintendent Farr:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Scott Bischooping

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on December 31, 2012, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

Memo: NYSED Review Room

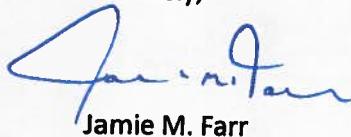
Expedited Assessment Material Change

To Whom It May Concern,

The Phelps-Clifton Springs Central School District wishes to make changes to our APPR plan. It is our intention to reduce unnecessary assessments with children for the purpose of teacher evaluation. Specifically we would like to address and change our SLO process from pre/post testing to building level SLO's based on student growth. Please find the enclosed documents as summaries of our proposal:

Thank you for your consideration and assistance in these important adjustments. We feel this will greatly benefit our students and district as we manage the many aspects of our ever changing climate which is essential in meeting the needs of our students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jamie M. Farr", is written over a printed name.

Jamie M. Farr

Superintendent

Phelps-Clifton Springs Central School District

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see <http://www.regents.nysed.gov/meetings/2014/February2014/214p12heal.pdf>.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) *no later than March 1*. Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: Phelps-Clifton Springs CSD

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

<input checked="" type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input checked="" type="checkbox"/> Kindergarten ELA HEDI Process	<input checked="" type="checkbox"/> Grade 1 ELA HEDI Process
<input checked="" type="checkbox"/> Kindergarten ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input checked="" type="checkbox"/> Grade 3 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input checked="" type="checkbox"/> Kindergarten Math Assessment	<input checked="" type="checkbox"/> Grade 1 Math Assessment
<input checked="" type="checkbox"/> Kindergarten Math HEDI Process	<input checked="" type="checkbox"/> Grade 1 Math HEDI Process
<input checked="" type="checkbox"/> Kindergarten Math Assignment of Points	<input checked="" type="checkbox"/> Grade 1 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assessment	<input checked="" type="checkbox"/> Grade 3 Math HEDI Process
<input checked="" type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input checked="" type="checkbox"/> Grade 6 Science Assessment	<input checked="" type="checkbox"/> Grade 7 Science Assessment
<input checked="" type="checkbox"/> Grade 6 Science HEDI Process	<input checked="" type="checkbox"/> Grade 7 Science HEDI Process
<input checked="" type="checkbox"/> Grade 6 Science Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Science Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input checked="" type="checkbox"/> Grade 6 Social Studies Assessment	<input checked="" type="checkbox"/> Grade 7 Social Studies Assessment
<input checked="" type="checkbox"/> Grade 6 Social Studies HEDI Process	<input checked="" type="checkbox"/> Grade 7 Social Studies HEDI Process
<input checked="" type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Social Studies Assessment	
<input checked="" type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input checked="" type="checkbox"/> Global 1 Assessment	<input checked="" type="checkbox"/> Global 2 HEDI Process
<input checked="" type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input checked="" type="checkbox"/> Global 1 Assignment of Points	
<input checked="" type="checkbox"/> American History HEDI Process	
<input checked="" type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input checked="" type="checkbox"/> Living Environment HEDI Process	<input checked="" type="checkbox"/> Earth Science HEDI Process
<input checked="" type="checkbox"/> Living Environment Assignment of Points	<input checked="" type="checkbox"/> Earth Science Assignment of Points
<input checked="" type="checkbox"/> Chemistry HEDI Process	<input checked="" type="checkbox"/> Physics HEDI Process
<input checked="" type="checkbox"/> Chemistry Assignment of Points	<input checked="" type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input checked="" type="checkbox"/> Algebra 1 HEDI Process	<input checked="" type="checkbox"/> Geometry HEDI Process
<input checked="" type="checkbox"/> Algebra 1 Assignment of Points	<input checked="" type="checkbox"/> Geometry Assignment of Points
<input checked="" type="checkbox"/> Algebra 2 HEDI Process	
<input checked="" type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input checked="" type="checkbox"/> Grade 9 ELA Assessment	<input checked="" type="checkbox"/> Grade 10 ELA Assessment
<input checked="" type="checkbox"/> Grade 9 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 10 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 9 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 10 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 11 ELA Assessment	
<input checked="" type="checkbox"/> Grade 11 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input checked="" type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input type="checkbox"/> Grade 4 Math Assignment of Points	<input type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input type="checkbox"/> Grade 6 Math Assignment of Points	<input type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input type="checkbox"/> Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date:

John A. Jones 6/10/15

Teachers Union President Signature: Date:

David DeFuria 6-10-15

Administrative Union President Signature: Date:

Janice Driscoll 6-10-15

Board of Education President Signature: Date:

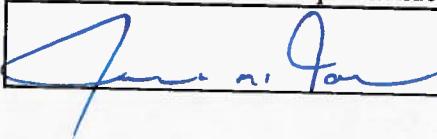
Stephanie Muse 6/10/15

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date:

 6/10/15

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, September 29, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 431301060000

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

431301060000

1.2) School District Name: PHELPS-CLIFTON SPRINGS CSD

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

PHELPS-CLIFTON SPRINGS CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Re-submission to address deficiencies

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

Created: 04/30/2013

Last updated: 06/10/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For grades k-2, the SLO's will utilize the assessments for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. The group will utilize a comparison of student achievement of proficiency (levels 3 and 4) on the listed State Assessment as measured against the Regional (Wayne-Finger Lakes BOCES) average to measure "growth." The baseline difference between the present fourth grade cohort's percent of achievement of proficiency on their 4th grade NYS ELA assessment with the average achievement of proficiency on that assessment in the W-FL BOCES region for that school year will be compared to the cohort's previous year's 3rd grade baseline percent achievement of proficiency on the NYS ELA assessment as compared to the W-FL BOCES average achievement of proficiency. The group target will be an increase of 3% in the grade level's achievement in the assessment as compared to the W-FL BOCES average for the current school year. That increase of 3% will align with 14 points of "effective" on the HEDI scale. Please see attached in the task 2.11 for the specific allocation of HEDI points.</p> <p>For Grade 3, minimum rigor expectations will be set by district administration based historical baseline data. HEDI will be assigned based on the percentage of students who meet or exceed the target. See task 2.11. For students not in the cohort the prior school year the district will set a minimum rigor expectation for growth using baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target. Multiple SLO's will be weighted proportionally based on student population.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Student performance on student literacy growth targets well exceeds expectations. See table at 2.11 below.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Student performance on student growth targets meets acceptable, measurable expectations. See table at 2.11 below.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Student performance on student growth targets indicates performance below measurable expectations. See table at 2.11 below.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Student performance on student growth targets indicates performance well below measurable expectations. See table at 2.11 below.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYS Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth

Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For grades k-2, the SLO's will utilize the assessments for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. The group will utilize a comparison of student achievement of proficiency (levels 3 and 4) on the listed State Assessment as measured against the Regional (Wayne-Finger Lakes BOCES) average to measure "growth." The difference between the present fourth grade cohort's percent of achievement of proficiency on their 4th grade NYS Mathematics Assessment with the average achievement of proficiency on that assessment in the W-FL BOCES region for that school year will be compared to the cohort's previous year's 3rd grade baseline percent achievement of proficiency on the NYS Mathematics Assessment as compared to the W-FL BOCES average achievement of proficiency. The group target will be an increase of 3% in the grade level's achievement in the assessment as compared to the W-FL BOCES average for the current school year. That increase of 3% will align with 14 points of "effective" on the HEDI scale. Please see attached in the task 2.11 for the specific allocation of HEDI points.</p> <p>For Grade 3, minimum rigor expectations will be set by district administration based historical baseline data. HEDI will be assigned based on the percentage of students who meet or exceed the target. See task 2.11. For students not in the cohort the prior school year the district will set a minimum rigor expectation for growth using baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target. Multiple SLO's will be weighted proportionally based on student population.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Student performance on student mathematics growth targets well exceeds expectations. See table at 2.11 below.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Student performance on student growth targets meets acceptable, measurable expectations. See table at 2.11 below.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Student performance on student growth targets indicates performance below measurable expectations. See table at 2.11 below.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Student performance on student growth targets indicates performance well below measurable expectations. See table at 2.11 below.</p>

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	School- or BOCES-wide, group or team results based on State assessments	NYS 6th Grade Math and ELA Assessment
7	School- or BOCES-wide, group or team results based on State assessments	NYS 8th Grade 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For grades 7 Science, the SLO's will utilize the assessments for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. The group will utilize a comparison of student achievement of proficiency (levels 3 and 4) on the listed State Assessment as measured against the Regional (Wayne-Finger Lakes BOCES) average to measure "growth." The baseline data will take into account the percentage of proficiency Midlakes students achieved on the 7th grade NYS mathematics assessment in comparison to the 7th grade W-FL BOCES regional average of proficiency. This will then be compared to the difference between the present eighth grade cohort's percent of achievement of proficiency on their 8th grade NYS Science assessment with the average achievement of proficiency on that assessment in the W-FL BOCES region for that school year. The group target will be an increase of 3% in the grade level's achievement in the assessment as compared to the W-FL BOCES average for the current school year. That increase of 3% will align with 14 points of "effective" on the HEDI scale. Please see attached in the task 2.11 for the specific allocation of HEDI points.</p> <p>For 6th grade science, "growth", the group will utilize a comparison of student achievement of proficiency (levels 3 and 4) on the listed State Assessment as measured against the Regional (Wayne-Finger Lakes BOCES) average to measure "growth." The difference between the present sixth grade cohort's percent of achievement of proficiency on their 6th grade NYS Math and ELA assessment with the average achievement of proficiency on that assessment in the W-FL BOCES region for that school year will be compared to the cohort's previous year's 5th grade baseline percent achievement of proficiency on the NYS Math and ELA assessment as compared to the W-FL BOCES average achievement of proficiency. The group target will be an increase of 3% in the grade level's achievement in the assessment (a combined score will be calculated by averaging the ELA and math results) as compared to the W-FL BOCES average for the current school year. That increase of 3% will align with 14 points of "effective" on the HEDI scale. Please see attached in the task 2.11 for the specific allocation of HEDI points.</p> <p>For grade 8 science, the district will set a minimum rigor expectation for growth using historical baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target. See table at 2.11 below. For students not in the cohort the prior school year the district will set a minimum rigor expectation for growth using baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target. Multiple SLO's will be weighted proportionally based on student population.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Student performance on student growth targets well exceeds expectations. See table at 2.11 below.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Student performance on student growth targets meets acceptable, measurable expectations. See table at 2.11 below.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Student performance on student growth targets indicates performance below measurable expectations. See table at 2.11 below.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Student performance on student growth targets indicates performance well below measurable expectations. See table at 2.11 below</p>

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	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 6 ELA and math Assessment

7	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 8 ELA Assessment
8	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 8 ELA 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For grades 7-8 Social Studies, the SLO's will utilize the assessments for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. The group will utilize a comparison of student achievement of proficiency (levels 3 and 4) on the listed State Assessment as measured against the Regional (Wayne-Finger Lakes BOCES) average to measure "growth." The difference between the present eighth grade cohort's percent of achievement of proficiency on their 8th grade NYS ELA assessment with the average achievement of proficiency on that assessment in the W-FL BOCES region for that school year will be compared to the previous year's 7th grade baseline percent achievement of proficiency on the NYS ELA and math assessment as compared to the W-FL BOCES average achievement of proficiency. The group target will be an increase of 3% in the grade level's achievement (a combined score will be calculated by averaging the ELA and math results) in the assessment as compared to the W-FL BOCES average for the current school year. That increase of 3% will align with 14 points of "effective" on the HEDI scale. Please see attached in the task 2.11 for the specific allocation of HEDI points.</p> <p>For 6th grade social studies, "growth", the group will utilize a comparison of student achievement of proficiency (levels 3 and 4) on the listed State Assessment as measured against the Regional (Wayne-Finger Lakes BOCES) average to measure "growth." The difference between the present sixth grade cohort's baseline percent of achievement of proficiency on their 6th grade NYS ELA and math assessment with the average achievement of proficiency on that assessment in the W-FL BOCES region for that school year will be compared to the previous year's 5th grade percent achievement of proficiency on the NYS ELA and math assessment as compared to the W-FL BOCES average achievement of proficiency. The group target will be an increase of 3% in the grade level's achievement in the assessment (a combined score will be calculated by averaging the ELA and math results) as compared to the W-FL BOCES average for the current school year. That increase of 3% will align with 14 points of "effective" on the HEDI scale. Please see attached in the task 2.11 for the specific allocation of HEDI points. For students not in the cohort the prior school year the district will set a minimum rigor expectation for growth using baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target. Multiple SLO's will be weighted proportionally based on student population.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See table at 2.11 below.</p>

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 U.S. History 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO's will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. For Global 2 and American History, growth will be based on the increase in the percentage of students on the teacher's course roster who are proficient (65 or higher) on the current year's regents assessment as compared to the percentage of those same students who were proficient on last year's final assessment (district developed or Regents where applicable). See task 2.11. The group target will be an increase of 3% on the course roster achievement on the assessment as compared to the prior year average for those same students. That increase of 3% will align with 14 points of "effective" on the HEDI scale.</p> <p>For Global 1 the SLO's will utilize the assessments for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. The group will utilize a comparison of student achievement of proficiency (65 or higher) on the listed Regents Assessment as measured against the Regional (Wayne-Finger Lakes BOCES) average to measure "growth." The difference between the present grade 11 American History cohort's baseline percent of achievement of proficiency on their US History Regents with the average achievement of proficiency on that assessment in the W-FL BOCES region for that school year will be compared to the cohort's previous year's achievement of proficiency on the Global 2 Regents Assessment as compared to the W-FL BOCES average achievement of proficiency. The group target will be an increase of 3% in the grade level's achievement in the assessment as compared to the W-FL BOCES average for the current school year. That increase of 3% will align with 14 points of "effective" on the HEDI scale. Please see attached in the task 2.11 for the specific allocation of HEDI points. For students not in the cohort the prior school year the district will set a minimum rigor expectation for growth using baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target. Multiple SLO's will be weighted proportionally based on the percent of student population.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See table at 2.11 below.</p>

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table at 2.11 below.
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2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO's will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. Growth targets will be based on growth from the teacher's course roster average levels of proficiency (65 or higher / 3 or higher for grade 8 assessment) on the indicated assessment when compared to the prior year final examination levels of proficiency in that subject area. The "growth" between the prior year's level of proficiency achievement on the indicated assessment when compared to the current year level of proficiency will earn the teachers of the indicated courses varying levels on the HEDI Scale. See task 2.11. The goal will be an increase of 3% in achievement on the assessment as compared to the prior year average. That increase of 3% will align with 14 points of "effective" on the HEDI scale. For students not in the cohort the prior school year the district will set a minimum rigor expectation for growth using baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target. For multiple SLO's scores will be weighted proportionally based on the percent of student population.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table at 2.11 below.
Effective (9 - 17 points) Results meet District goals for similar students.	See table at 2.11 below.
Developing (3 - 8 points) Results are below District goals for similar students.	See table at 2.11 below.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table at 2.11 below.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO's will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. Growth targets will be based on growth from the teacher's course roster average levels of proficiency (65 or higher / 3 or higher for grade 8 assessment) on the indicated assessment when compared to the prior year final examination levels of proficiency in that subject area. The "growth" between the prior year's level of proficiency achievement on the indicated assessment when compared to the current year level of proficiency will earn the teachers of the indicated courses varying levels on the HEDI Scale. See task 2.11. The goal will be an increase of 3% in achievement on the assessment as compared to the prior year average. That increase of 3% will align with 14 points of "effective" on the HEDI scale. For students not in the cohort the prior school year the district will set a minimum rigor expectation for growth using baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target. Students will take the assessment which their curriculum is aligned to. Students in common core courses will have the option of also taking 2005 standards version of the assessment so long as allowable by NYSED. In cases where a student takes both versions of the regents assessment, the higher of the two scores will be used for APPR purposes. For multiple SLO's scores will be weighted proportionally based on the percent of student population.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table at 2.11 below.
Effective (9 - 17 points) Results meet District goals for similar students.	See table at 2.11 below.
Developing (3 - 8 points) Results are below District goals for similar students.	See table at 2.11 below.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table at 2.11 below.

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 ELA Regents Assessment

Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive ELA Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA 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 in addition to the Common Core English Regents, or just the latter, how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO's will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. For grade 11 ELA, growth will be based on the increase in the percentage of students on the teacher's course roster who are proficient (65 or higher) on the current year's regents assessment as compared to the percentage of those same students who were proficient on the grade 8 ELA State Assessment (3 or higher). See task 2.11. The group target will be an increase of 3% on the course roster achievement on the assessment as compared to the grade 8 average for those same students. That increase of 3% will align with 14 points of "effective" on the HEDI scale.</p> <p>For ELA 9 and 10 the SLO's will utilize the assessments for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. The group will utilize a comparison of student achievement of proficiency (65 or higher) on the listed Regents Assessment as measured against the Regional (Wayne-Finger Lakes BOCES) average to measure "growth." The difference between the present grade 11 ELA cohort's baseline percent of achievement of proficiency on their ELA Regents with the average achievement of proficiency on that assessment in the W-FL BOCES region for that school year will be compared to the cohort's previous year's baseline achievement of proficiency on the Grade 8 Assessment as compared to the W-FL BOCES average achievement of proficiency. The group target will be an increase of 3% in the grade level's achievement in the assessment as compared to the W-FL BOCES average for the current school year. That increase of 3% will align with 14 points of "effective" on the HEDI scale. Please see attached in the task 2.11 for the specific allocation of HEDI points. For students not in the cohort the prior school year the district will set a minimum rigor expectation for growth using baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target. Students will take the assessment which their curriculum is aligned to. Students in common core courses will also have the option of taking 2005 standards version of the assessment so long as allowable by NYSED. In cases where a student takes both versions of the regents assessment, the higher of the two scores will be used for APPR purposes. Multiple SLO's will be weighted proportionally based on the percent of student population.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See table at 2.11 below.</p>

2.10) All Other Courses

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For the k-6 and 7-8 school wide measures the SLO's will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. Growth targets will be based on growth from our district's average level's of proficiency (3 or higher) on the indicated assessment when compared to the W-FL BOCES regional average of proficiency. The "growth" between the prior year's level of proficiency achievement on the indicated assessment when compared to the regional average level of proficiency in relation to the current year's comparative data on the same assessment will earn the teachers of the indicated courses varying levels on the HEDI Scale. See task 2.11. The group target will be an increase of 3% in the grade level's achievement in the assessment as compared to the W-FL BOCES average for the current school year. That increase of 3% will align with 14 points of "effective" on the HEDI scale.</p> <p>For the 9-12 school wide measure, HEDI points will be based on the aggregate results of the listed regents assessments. This measure will utilize the same processes described in 2.6-2.9 as a school wide measure.</p> <p>Students will take the assessment which their curriculum is aligned to. Students in common core courses will have the option of also taking 2005 standards version of the assessment so long as allowable by NYSED. In cases where a student takes both versions of the regents assessment, the higher of the two scores will be used for APPR purposes.</p> <p>For students not in the cohort the prior school year the district will set a minimum rigor expectation for growth using baseline data and HEDI points will be assigned based on the percentage of students who meet or exceed the target.</p> <p>For grades 4-8 ELA/Math teachers who do not receive a state provided growth score the district will set a minimum rigor expectation for growth using historical baseline data. HEDI points will be assigned based on the percentage of students who meet or exceed the target. For multiple SLO's, scores will be weighted proportionally based on the percent of student population.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See table at 2.11 below.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See table at 2.11 below.</p>

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/1629957-TXEttx9bQW/SLO%20HEDI%20Scale%205_6_15_7BcEByt.docx

2.12) Locally Developed Controls

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

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

no controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked

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

Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, September 29, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	State ELA/Math grades 3- 6, and State Science in grade 4
5	6(ii) School wide measure computed locally	State ELA/Math grades 3- 6, and State Science in grade 4
6	6(ii) School wide measure computed locally	State ELA/Math grades 3-6, and State Science in grade 4
7	6(ii) School wide measure computed locally	State ELA/Math grades 7-8, and State Science in grade 8
8	6(ii) School wide measure computed locally	State ELA/Math grades 7-8, and State Science in grade 8

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.	Intermediate School teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 4 Science State Assessment (75%) and the percentage of students performing at Levels 3 and 4 on the ELA and Math Grades 4-6 State Assessment (25%) Middle school
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teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 8 Science test (75%) and the percentage of students performing at Levels 3 and 4 on the Grades 7-8 ELA and Math tests (25%)

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100 percent see attached table
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-85 percent see attached table
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-49 percent see attached table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24 percent see attached table

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	ELA and Math State Assessment Grade 3-6 and NYS Science Assessment Grade 4
5	6(ii) School wide measure computed locally	ELA and Math State Assessment Grade 3-6 and NYS Science Assessment Grade 4
6	6(ii) School wide measure computed locally	ELA and Math State Assessment Grade 3-6 and NYS Science Assessment Grade 4
7	6(ii) School wide measure computed locally	ELA and Math State Assessment Grade 7-8 and NYS Science Assessment Grade 8
8	6(ii) School wide measure computed locally	ELA and Math State Assessment Grade 7-8 and NYS Science Assessment Grade 8

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.	Intermediate School teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 4 Science State Assessment (75%) and the percentage of students performing at Levels 3 and 4 on the ELA and Math Grades 4-6 State Assessment (25%) Middle school teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 8 Science test (75%) and the percentage of students
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performing at Levels 3 and 4 on the Grades 7-8 ELA and Math tests (25%)

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100 percent see attached table
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-85 percent see attached table
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-49 percent see attached table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24 percent see attached table

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/193931-rhJdBgDruP/Local measures 0-15.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

assessment that is rigorous and comparable across classrooms

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Phelps-Clifton Springs CSD district developed ELA assessment, grades K-2
1	6(ii) School-wide measure computed locally	Phelps-Clifton Springs CSD district developed ELA assessment, grades K-2
2	6(ii) School-wide measure computed locally	Phelps-Clifton Springs CSD district developed ELA assessment, grades K-2
3	6(ii) School-wide measure computed locally	NYS Assessments Grade 3-6 ELA & math and Grade 4 Science

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.	All K-2 teachers will receive the same score calculated by totaling the percentage of students reading at or above the grade level benchmark for grades K, 1 and 2 on the last reading assessment of the school year. The benchmarks are: Grade K- Independent Level 4, Grade 1- Independent Level 18, and Grade 2- Independent Level 28. This total is then divided to compute a school-wide average. Intermediate School teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 4 Science State Assessment (75%) and the percentage of students performing at Levels 3 and 4 on the ELA and Math Grades 4-6 State Assessment (25%).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100 percent see attached table at section 3.13

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85 percent see attached table at section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54 percent see attached table at section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29 percent see attached table at section 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Phelps-Clifton Springs CSD district developed Kindergarten ELA assessment
1	6(ii) School-wide measure computed locally	Phelps-Clifton Springs CSD district developed Grade 1 ELA assessment
2	6(ii) School-wide measure computed locally	Phelps-Clifton Springs CSD district developed Grade 2 ELA assessment
3	6(ii) School-wide measure computed locally	NYS Assessments Grade 3-6 ELA & math and Grade 4 Science

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.	All K-2 teachers will receive the same score calculated by totaling the percentage of students reading at or above the grade level benchmark for grades K, 1 and 2 on the last reading assessment of the school year. The benchmarks are: Grade K- Independent Level 4, Grade 1- Independent Level 18, and Grade 2- Independent Level 28. This total is then divided to compute a school-wide average. Intermediate School teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 4 State Science Assessment (75%) and the percentage of students performing at Levels 3 and 4 on the State ELA and Math Grades 4-6 Assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100 percent see attached table at section 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	55-85 percent see attached table at section 3.13

grade/subject.

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

30-54 percent see attached table at section 3.13

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

0-29 percent see attached table at section 3.13

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 Assessments Grades 3-6 ELA and Math and NYS Assessment Grade 4 Science
7	6(ii) School wide measure computed locally	NYS Assessments Grades 7-8 ELA and Math and NYS Assessment Grade 8 Science
8	6(ii) School wide measure computed locally	NYS Assessments Grades 7-8 ELA and Math and NYS Assessment Grade 8 Science

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.

Intermediate School teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 4 Science State Assessment (75%) and the percentage of students performing at Levels 3 and 4 on the ELA and Math Grades 4-6 State Assessment (25%). Middle school teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 8 Science test (75%) and the percentage of students performing at Levels 3 and 4 on the Grades 7-8 ELA and Math tests (25%)

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

86-100 percent see attached table at section 3.13

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

55-85 percent see attached table at section 3.13

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

30-54 percent see attached table at section 3.13

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

0-29 percent see attached table at section 3.13

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 Assessments Grades 3-6 ELA & Math and NYS Assessment Grade 4 Science
7	6(ii) School wide measure computed locally	NYS Assessments Grades 7-8 ELA & Math and NYS Assessment Grade 8 Science
8	6(ii) School wide measure computed locally	NYS Assessments Grades 7-8 ELA & Math and NYS Assessment Grade 8 Science

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.	Intermediate School teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 4 Science State Assessment (75%) and the percentage of students performing at Levels 3 and 4 on the ELA and Math Grades 4-6 State Assessment (25%). Middle school teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 8 Science test (75%) and the percentage of students performing at Levels 3 and 4 on the Grades 7-8 ELA and Math tests (25%)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100 percent see attached table at section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85 percent see attached table at section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54 percent see attached table at section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29 percent see attached table at section 3.13

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 Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English
Global 2	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English
American History	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English

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.	All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Integrated Algebra Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Living Environment Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Global History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the US History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Comprehensive English Regents examination) The resulting percentage is then converted to points using the chart uploaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100 percent--See table attached at section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-85 percent--See table attached at section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54 percent--See table attached at section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29 percent--See table attached at section 3.13

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 Regents exams--Living Environment, Global History, U.S. History, Integrated Algebra and English
Earth Science	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History, U.S. History, Integrated Algebra and English
Chemistry	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History, U.S. History, Integrated Algebra and English
Physics	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History, U.S. History, Integrated Algebra and English

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.	All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Integrated Algebra Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Living Environment Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Global History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the US History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Comprehensive English Regents examination) The resulting percentage is then converted to points using the chart uploaded in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100 percent--See table attached at section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85 percent--See table attached at section 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54 percent--See table attached at section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29 percent--See table attached at section 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and

		Comprehensive English
Geometry	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English
Algebra 2	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English

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.	All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Integrated Algebra Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Living Environment Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Global History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the US History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Comprehensive English Regents examination) The resulting percentage is then converted to points using the chart uploaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100 percent--See table attached at section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85 percent--See table attached at section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54 percent--See table attached at section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29 percent--See table attached at section 3.13

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
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Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English

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.	All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Integrated Algebra Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Living Environment Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Global History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the US History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Comprehensive English Regents examination) The resulting percentage is then converted to points using the chart uploaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100 percent--See table attached at section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85 percent--See table attached at section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54 percent--See table attached at section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29 percent--See table attached at section 3.13

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other High School courses	6(ii) School wide measure computed locally	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English
All other Middle School courses	6(ii) School wide measure computed locally	NYS Assessments Grades 7-8 ELA & Math and NYS Assessment Grade 8 Science
All other Intermediate School Courses	6(ii) School wide measure computed locally	NYS Assessments Grades 3-6 ELA and Math and NYS Assessment Grade 4 Science
All other Primary School Courses	6(ii) School wide measure computed locally	Phelps-Clifton Springs CSD district developed ELA assessment, grades K-2

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All K-2 teachers will receive the same score calculated by totaling the percentage of students reading at or above the grade level benchmark for grades K, 1 and 2 on the last reading assessment of the school year. The benchmarks are: Grade K- Independent Level 4, Grade 1- Independent Level 18, and Grade 2- Independent Level 28. This total is then divided to compute a school-wide average.</p> <p>Intermediate School teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 4 Science State Assessment (75%) and the percentage of students performing at Levels 3 and 4 on the ELA and Math Grades 4-6 State Assessment (25%).</p> <p>Middle school teachers will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 8 Science test (75%) and the percentage of students performing at Levels 3 and 4 on the Grades 7-8 ELA and Math tests (25%).</p> <p>All teachers in the High School (Grades 9, 10, 11 and 12) will receive the same score calculated using this formula: 0.20 (the percentage of students scoring 65-100 on the Integrated Algebra Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Living Environment Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Global History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the US History Regents examination) + 0.20 (the percentage of students scoring 65-100 on the Comprehensive English Regents examination) The resulting percentage is then converted to points using the chart uploaded in section 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or</p>	<p>86-100 percent--See table attached at section 3.13</p>

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85 percent--See table attached at section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54 percent--See table attached at section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29 percent--See table attached at section 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/193931-y92vNseFa4/SLO 0-20 conversion.docx

3.14) Locally Developed Controls

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

No controls.

3.15) Teachers with More Than One Locally Selected Measure

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

Not applicable as all teachers will be covered as described above.

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, September 29, 2014

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4.1) Teacher Practice Rubric

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

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

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

Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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.

Classroom Observations

The district will use the Danielson’s (2011) “Framework for Teaching” Rubric to determine the 60 points in the “Other Measures” subcomponent that must be based on multiple classroom observations. The district will utilize the Rubric Score to Sub-Component Conversion Chart to determine the 60% rating in this “Other Measures of Effectiveness” category.

The “Framework for Teaching”: rubric contains four domains:

- Domain I: Planning and Preparation (6 components)
- Domain II: The Classroom Environment (5 components)
- Domain III: Instruction (5 components)
- Domain IV: Professional Responsibilities (6 components)

It is generally understood that Domains II and III contain components and elements that are evident in lesson observations. It is also understood that Domains I and IV contain components and elements that must be assessed on an annual basis. These can be reviewed

during the year in conferences with the lead evaluator(s). Teachers will also be able to provide evidence of Domain IV components and elements in the Year End Teacher Self-Reflection document.

Multiple observations = 31 points

Announced: 30 minutes minimum, Domains II and III

Pre-observation conference scheduled prior to observed lesson

Post-observation conference scheduled following lesson

Reflection rubric completed, post-observation completed

Unannounced: 15 minutes minimum, Domains II, III

Post-observation conference scheduled following lesson

Year End Summative Meeting

Other artifacts (Domains I and IV) = 29 points

Step 1 – Convert Observation Ratings to Points (observations – 31 points):

To convert the rubric to points,

1. Determine the rating for each observation type by rating components in the applicable domains in the 1-4 scale (H=4, E=3, D=2, I=1) then total the sum of each component and divide by the number of components.

2. Add the totals of each score (announced observation(s) + unannounced observation) and divided by total number of observations.

3. Multiply total by a weighting factor of .516

Step 2 – Convert Additional Evidence Ratings to Points (other evidence – 29 points):

To convert the rubric to points,

1. Determine the rating for each component in Domains I and IV using the 1 to 4 scale (H=4, E=3, D=2, I=1) and then total the sum of each component and divide by the number of components.

2. Multiply total by a weighting factor of .483

Step 3- total the sum of step 1 and step 2 and round to the nearest tenth to determine a final rubric score of 1-4 and use the attached conversion chart to determine a teacher's score out of 60. The rubric score indicated on the chart is the minimum necessary to attain the corresponding HEDI score.

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

[assets/survey-uploads/5091/144581-eka9yMJ855/Rubric Conversion Chart.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.	The Danielson 2011 components overall score will be at the Distinguished level
Effective: Overall performance and results meet NYS Teaching Standards.	The Danielson 2011 components overall score will be at the Proficient level
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The Danielson 2011 components overall score will be at the Basic level
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The Danielson 2011 components overall score will be at the Unsatisfactory level

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58

Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, September 29, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, September 29, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/193964-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Any unit member receiving an APPR rating of either "Effective" or "Highly Effective" may not challenge that APPR rating. However, they may attach a statement to their APPR that will be included in their personnel file.

Any unit member aggrieved by an APPR rating of either "Ineffective," or "Developing" in their annual professional performance review may challenge that APPR rating.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the teacher's overall APPR rating based on the substance of the teacher's Annual Professional Performance Review.

Filing of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed with the Administrative Evaluator, within ten (10) school days after the teacher has received the Annual Professional Performance Review and/or outcome of the Teacher Improvement Plan. The appeal must set forth the specific basis for the appeal, including the teacher's evidence and rationale to justify a change in rating and the remedy sought. Notification of the appeal shall be provided to the Superintendent of schools or his/her designee and the Association President. Material not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. Additional materials may not be submitted at Step 2.

Appeal Resolution Process

Step 1 – Meeting with the Administrative Evaluator

Upon receipt of the unit member's written appeal, the supervising administrator will hold a conference with the unit member to discuss the appeal within ten (10) school days. The unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the Administrative Evaluator and the employee are able to discuss the evaluation and the areas of dispute. Within ten (10) school days, the Administrative Evaluator will respond in writing to the unit member (with copies to the Superintendent and Association President).

If the unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Superintendent and Association President in writing, within ten (10) school days of receipt of the Administrative Evaluator's response.

Step 2 – Meeting with Joint District and Association Panel

Upon receipt of the request, a meeting shall be scheduled within ten (10) school days. Appeals shall be decided by a three (3) member District and Association panel.

The panel will consist of the Superintendent (or his/her designee); the Association President (or his/her designee) and a third member to be chosen for each appeal by the Association President and Superintendent. The third member shall be:

- a grade level or department chair,
- a teacher who has gone through the National Board of Professional Teaching Standards process,
- a teacher who has been intensely trained or has extensive knowledge about the APPR evaluation system or
- a certified and trained administrator.

The Association President and Superintendent will attempt to agree on eight names of people who meet the requirements listed above to be a third member of the panel. If they cannot agree on eight names, then the Association President and Superintendent shall each recommend six names and each shall strike two names from the other's list to create a pool of eight names. These eight names shall constitute the pool for the third member for the entire school year.

Before each appeal is heard, the third panel member shall be chosen by pulling one of the eight names out of a hat. The association representative may not be from the building of the unit member filing the appeal and the district representatives may not be involved in any portion of the evaluation of the unit member filing the appeal. The unit member may either present his/her appeal at the meeting or submit his/her appeal in writing. The Administrative Evaluator will have the opportunity to respond in writing or in person. The panel shall render its decision in writing within ten (10) school days of the meeting.

The decision of the panel shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The District and Association panel shall have the authority to rescind, modify, or affirm the rating of observations (announced and unannounced), evidence portfolio, TIPS, and overall Annual Professional Performance Review rating. A new evaluation may be ordered by this panel and if so ordered the Panel will decide how that new evaluation will be done and a timeline for completion. The decision of the panel shall not include names of panel members or how they voted. The decision of the Joint Panel is final and binding

and is not be subject to the grievance procedure in the collective bargaining agreement.

The Joint Panel will keep track of the results of appeals each year and how each panel member voted to determine if the joint panel is working.

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

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

All teacher evaluators will be trained and must pass the Teachscape Proficiency Exam based on Charlotte Danielson's 2011 Framework for Teaching. This training takes approximately 30 hours. The District Network Team Equivalent attended all Network Team Training institutes which focused on Teacher Evaluation in Albany during the 2011-2012 school year. All evaluators have completed training in all nine required elements and will be approved by the Board of Education.

All administrators responsible for observing and evaluating teachers will participate in training sessions provided by the NTE trainers as well as other sessions designed to sharpen skills in evidence based observations. This training will continue throughout the 2012-2013 school year.

All administrators will be re-certified annually using a calibration process. This process will include tests of inter-rater reliability.

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: 04/30/2013

Last updated: 06/02/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

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

	3-6
	7-12
	(No response)

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Midlakes Primary School K-2	State assessment	NYS 4th Grade math and ELA Assessment
	Midlakes Intermediate School 3-6	State assessment	6th Grade math and ELA Assessment
	Midlakes Middle School 7-8	State assessment	8th Grade math and ELA Assessment
	Midlakes High School 9-12	State assessment	Living Environment, Algebra I, Global II, US History, English 11

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.	The district will utilize the State-provided growth score for the above listed principals. If such score represents less than 30% of the students supervised by the principal, the district will set SLOs for the largest course(s) in the building until at least 30% of students are covered. Where such courses end in a state assessment, that assessment will be used. The State-provided score will be weighted proportionately with the SLO result(s) where appropriate for a final HEDI score. The SLO process will be as follows: based upon baseline data, the principal in collaboration with the superintendent will set individual growth targets for each student. The superintendent will approve all targets. The principal will receive a HEDI score based upon the percent of students reaching their targets.
--	--

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

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5365/198720-lha0DogRNw/SLO%20-20%20conversion.docx>

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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

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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

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Updated Monday, September 29, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-6	(d) measures used by district for teacher evaluation	NYS ELA and Math 4-6, NYS Science 4
7-12	(d) measures used by district for teacher evaluation	NYS Regents exams--Living Environment, Global History and Geography, U.S. History and Government, Integrated Algebra and Comprehensive English

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.	<p>The Intermediate School principal will receive a weighted score based upon the percentage of students performing at Levels 3 and 4 on the Grade 4 Science State Assessment (75%) and the percentage of students performing at Levels 3 and 4 on the ELA and Math Grades 4-6 State Assessment (25%).</p> <p>For the Middle School/High School principal, NYS testing data will be used for determining the local 15% VAM portion of the overall composite HEDI score. An average of the percentage of students passing the following Regents examinations will be used: Living Environment, Global History and Geography, US History and Government, Integrated Algebra and Comprehensive English.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached charts
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See attached charts

grade/subject.

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

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

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)

assets/survey-uploads/5366/198786-8o9AH60arN/Local measures 0-15.docx

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)

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Phelps-Clifton Springs Developed K-2 ELA assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Primary School principal will receive a score calculated by totaling the percentage of students reading at or above the grade level benchmark for grades K, 1 and 2 on the last reading assessment of the school year. The benchmarks are: Grade K- Independent Level 4, Grade 1- Independent Level 18, and Grade 2- Independent Level 28. This total is then divided to compute a school-wide average.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29

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

(No response)

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

assets/survey-uploads/5366/198786-T8MIGWUVm1/SLO 0-20 conversion_1.docx

8.3) Locally Developed Controls

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

none

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
---	---

Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
 B. The principal practice rubric will be used to assign 60 points of the total sixty points for Other Measures.
 C. The total number of assigned points shall be allocated to the domains/standards based on the evidence observed in each component in the domain as follows:

- Domain 1-Shared Vision of Learning: 15 points
- Domain 2-School Culture and Instructional Program: 15 points
- Domain 3-Safe, Efficient, Effective Learning Environment: 10 points
- Domain 4-Community: 5 points
- Domain 5-Integrity, Fairness, and Ethics: 10 points
- Domain 6-Political, Social, Economic, Legal and Cultural Context: 5 points

Each subcomponent will be rated on a scale of 1-4 (H=4, E=3, D=2, I=0-1 scale)

D. The subcomponent scores will be averaged to produce a final domain score, which will be weighted using a weighting factor for each domain. Those worth 15 points will have a weighting factor of 3.75, those worth 10 points will have a weighting factor of 2.5, and those worth 5 points will have a weighting factor of 1.25.

E. The following will be used in determining HEDI for Other Measures and the use of the Multidimensional Rubric.

Standards for Rating Categories Other Measures of Effectiveness

(Teacher and Leader Standards)

Highly Effective Overall performance and results exceed standards.

Effective Overall performance and results meet standards.

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

Ineffective Overall performance and results do not meet standards.

Through the evaluation process the evaluator will assign points based on observations, evidence of supporting artifacts, and collaborative review for each of the domains and elements in the MPPR resulting in a score ranging from 0-60 points. The evaluation process will include timely and constructive feedback during the school year. The district will adhere to all timelines set by NYS Education Law and Regents Rules. The score from each of the six domains will be added to create a final rubric score out of 60, which will be the principal's score for Other Measures of Effectiveness. Normal rounding procedures will be used.

Once the score is combined with the State and local growth measures, the total will be rounded to a whole number between 0 and 100.

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

(No response)

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.	Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the highly effective column in building and sustaining a culture of high student performance and success. This includes, but is not limited to supportive teacher leaders, student centered learning, involvement of diverse stakeholders, and productive use of data to inform decision making. Principals whose performance is in the highly effective range exceed ISLLC Leadership standards consistently in all domains.	54-60 points
Effective: Overall performance and results meet standards.	Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the effective column in building and sustaining a culture of high student performance and success. Performance demonstrates a collaborative approach, the use data to assess achievement, and the advocacy for students and staff. Principals whose performance falls in the effective range meet ISLLC Standards in all domains.	43-53 points
Developing: Overall performance and results need improvement in order to meet standards.	Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the developing column in building and sustaining a culture of high student performance. Performance is inconsistent across domains with a fragmented approach and narrow focus. Consequently a number of areas for further development can be identified.	31-42 points
Ineffective: Overall performance and results do not meet standards.	Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the ineffective column in building and sustaining a culture of high student performance and success with significant areas of improvement identified. Performance is limited and reactionary.	0-30 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	43-53
Developing	31-42
Ineffective	0-30

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

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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	54-60
Effective	43-53
Developing	31-42
Ineffective	0-30

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

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/194000-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. Appeals are limited to those identified by Education Law §3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews;

4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
 5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
- B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective ratings only as well as any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective ratings only or any rating tied to compensation.
- C. A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.
- D. The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.
- E. All appeals shall be filed in writing and submitted to the Superintendent's Office with receipt provided by the Superintendent's Office.
- F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- G. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.
- H. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.
- I. Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.
- J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of approved hearing officers, the Superintendent and Association President shall at the beginning of the school year mutually agree upon no less than two and no more than four hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list. The parties agree that:
- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
 - b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
 - c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
 - d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
 - e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
 - f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.
- K. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.
- L. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.
- M. All costs of the appeals process shall be the shared responsibility of the District, not to exceed \$2,000 per year.
- N. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
- O. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

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

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

The School District Superintendent (CSO) is the Lead Principal Evaluator. The CSO is also the Lead Network Team Equivalent and has regularly attended Network Team Institute training sessions. In addition, the Lead Evaluator/CSO has attended several LEAF workshops, NYSSBA events, and NYSCOSS events to ensure inter-rater reliability and validity. The CSO has attended many of these trainings with colleagues in the BOCES to provide additional assurance for inter-rater reliability and validity.

Each Network Team Institute training has been turn-keyed back in district with principals so that they have a clear understanding regarding the expectations for the evaluation. Likewise, this training has helped the principal articulate their goals as they align with the 60 points.

The Board of Education, based on the documentation provided that reflects the completion of trainings aligned with the evaluation process, will certify the CSO as the Lead Evaluator for the principals.

The process outlined above will be used to certify lead evaluators, as well as re-certifying lead evaluators. Training shall be on-going.

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 Monday, September 29, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/193996-3Uqgn5g9Iu/APPR Signature Sheet 12-31-12.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.

The Phelps-Clifton Springs Central School District

SLO HEDI SCALE – Task 2.11

Highly Effective 18-20 Points			Effective 9-17 Points									Developing 3-8 Points					Ineffective 0-2 Points			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+18%- Greater	+15.1 -18%	+12.1- 15%	+9.1- 12%	+6.1- 9%	+3.1- 6%	+1- 3%	X	-1- -3%	-3.1- -6%	-6.1- -9%	-9.1- -12%	-12.1 -15%	-15.1 -18%	-18.1 -21%	-21.1 -24%	-24.1 -27%	-27.1 -30%	-30.1 -33%	-33.1 -36%	-36.1- Greater

- X represents no change in the percent of students meeting performance targets from the baseline to the summative assessments.

SLO HEDI SCALE

Phelps-Clifton Springs Central School District

Highly Effective 18-20 Points 86%+ of students met target			Effective 9-17 Points 55-85% of students met target									Developing 3-8 Points 30-54% of students met target					Ineffective 0-2 Points 0-29% of students met target			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95- 100%	91- 94%	86- 90%	85%	83- 84%	82%	79- 81%	75- 78%	70- 74%	66- 69%	61- 65%	55- 60%	53- 54%	51- 52%	46- 50%	41- 45%	36- 40%	30- 35%	21- 29%	11- 20%	0- 10%

For Use Once the State adopts a Value-Added Model (0-15 points)

Points	Primary	Intermediate	Middle School	High School
	Highly Effective			
15	86-100	93-100%	93-100%	93-100%
14	71-85	86-92	86-92	86-92
	Effective			
13	60-70	75-85	75-85	75-85
12	55-59	70-74	70-74	70-74
11	50-54	65-69	65-69	65-69
10	45-49	60-64	60-64	60-64
9	40-44	55-59	55-59	55-59
8	35-39	50-54	50-54	50-54
	Developing			
7	30-34	45-49	45-49	45-49
6	27-29	40-44	40-44	40-44
5	24-26	35-39	35-39	35-39
4	20-23	30-34	30-34	30-34
3	17-19	25-29	25-29	25-29
	Ineffective			
2	15-16	20-24	20-24	20-24
1	12-14	15-19	15-19	15-19
0	0-11	0-14	0-14	0-14

HIGHLY EFFECTIVE 86%+ of students meet target 18-20 points			EFFECTIVE 55-85% of students meet target 9-17 points									DEVELOPING 30-54% of students meet target 3-8 points					INEFFECTIVE 0-29% of students meet target 0-2 points			
20	19	18	17	16	15	<u>14</u>	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	85%	83-84%	82%	79-81%	75-78%	70-74%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

Phelps-Clifton Springs CSD Rubric Conversion Chart

Teacher Practice Conversion Scale

HEDI Rating	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9

1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34

1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6

2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

PHELPS-CLIFTON SPRINGS TEACHER IMPROVEMENT PLAN (TIP)

STATUS

- 1st Year Probationary 2nd Year Probationary
 3rd Year Probationary
 Tenured
 Other _____

DATE FINAL EVALUATION CONDUCTED:

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: _____ Tenure Area: _____ Observation Dates: _____

Observer/Evaluator: _____ Position: _____

Participants: _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

Domain 1: Planning and Preparation
 Domain 2: The Classroom Environment
 Domain 3: Instruction
 Domain 4: Professional Responsibilities

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement. The administrator is responsible for generating an array of learning opportunities, at district expense, to help the teacher improve in the areas in which his/her performance is ineffective or developing. The teacher's responsibility is to engage sufficiently in those activities to improve their performance. The teacher is welcome to engage in learning opportunities beyond those specified in this TIP.

Specific areas that need improvement:	Goals to address area(s):	Activities & provided support for improvement:	How will the improvement be assessed? (Evidence?)	Achievement Timeline:

_____ Teacher Signature _____ Date

_____ Administrator Signature _____ Date

TIP Progress Monitoring Conference(s)

Date: Comments:	Date: Comments:	Date: Comments:	Date: Comments:	Date: Comments:
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

Final TIP Conference

Administrator's Comments:

Administrator's Signature _____ Date _____

Educator's Comments:

Educator's Signature _____ Date _____

cc: Superintendent and Shared Administrator (if applicable)

HIGHLY EFFECTIVE 86%+ of students meet target 18-20 points			EFFECTIVE 55-85% of students meet target 9-17 points									DEVELOPING 30-54% of students meet target 3-8 points					INEFFECTIVE 0-29% of students meet target 0-2 points			
20	19	18	17	16	15	<u>14</u>	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	85%	83-84%	82%	79-81%	75-78%	70-74%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

For Use Once the State adopts a Value-Added Model (0-15 points)

Points	Primary	Intermediate	Middle School	High School
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	Effective			
13	60-70	75-85	75-85	75-85
12	55-59	70-74	70-74	70-74
11	50-54	65-69	65-69	65-69
10	45-49	60-64	60-64	60-64
9	40-44	55-59	55-59	55-59
8	35-39	50-54	50-54	50-54
	Developing			
7	30-34	45-49	45-49	45-49
6	27-29	40-44	40-44	40-44
5	24-26	35-39	35-39	35-39
4	20-23	30-34	30-34	30-34
3	17-19	25-29	25-29	25-29
	Ineffective			
2	15-16	20-24	20-24	20-24
1	12-14	15-19	15-19	15-19
0	0-11	0-14	0-14	0-14

HIGHLY EFFECTIVE 86%+ of students meet target 18-20 points			EFFECTIVE 55-85% of students meet target 9-17 points									DEVELOPING 30-54% of students meet target 3-8 points					INEFFECTIVE 0-29% of students meet target 0-2 points			
20	19	18	17	16	15	<u>14</u>	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	85%	83-84%	82%	79-81%	75-78%	70-74%	66-69%	61-65%	55-60%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

PHELPS-CLIFTON SPRINGS PRINCIPAL IMPROVEMENT PLAN (TIP)

STATUS

- 1st Year Probationary 2nd Year Probationary
 3rd Year Probationary
 Tenured
 Other _____

DATE FINAL EVALUATION CONDUCTED:

The NYS Commissioner’s Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Principal Improvement Plan. A PIP shall be developed in consultation with the principal and union representation shall be afforded at the teacher’s request. A PIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the principal and superintendent, and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the PIP in assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Principal: _____ Tenure Area: _____ Observation Dates: _____

Superintendent: _____

Participants: _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

_____ Domain 1: _____ Domain 2: _____ Domain 3: _____ Domain 4: _____ Domain 5 _____ Domain 6

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the principal’s improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement. The superintendent is responsible for generating an array of learning opportunities, at district expense, to help the principal improve in the areas in which his/her performance is ineffective or developing. The principal’s responsibility is to engage sufficiently in those activities to improve their performance. The principal is welcome to engage in learning opportunities beyond those specified in this TIP.

Specific areas that need improvement:	Goals to address area(s):	Activities & provided support for improvement:	How will the improvement be assessed? (Evidence?)	Achievement Timeline:

_____ Principal Signature _____ Date

_____ Superintendent Signature _____ Date

TIP Progress Monitoring Conference(s)

Date: Comments:	Date: Comments:	Date: Comments:	Date: Comments:	Date: Comments:
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

Final TIP Conference

Administrator's Comments:

Superintendent's Signature _____ Date _____

Principal's Comments:

Principal's Signature _____ Date _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Mike Ford 12/31/12

Teachers Union President Signature: Date:

David DeFuria 12/31/12

Administrative Union President Signature: Date:

Janice Briscoll 12-31-12

Board of Education President Signature: Date:

Stephanie Muse 12/31/12