



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

Commissioner of Education  
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December 31, 2012

Mike Ford, Superintendent  
Phelps-Clifton Springs Central School District  
1490 State Route 488  
Clifton Springs, NY 14432

Dear Superintendent Ford:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Michael A. Glover

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Monday, December 31, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

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

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Thursday, September 13, 2012

Updated Friday, December 21, 2012

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

The targets for Student Learning Objectives are set by the building principal and the teacher based upon preassessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target.

Calculation of a SLO score:

After the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher's BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Wayne-Finger Lakes BOCES Developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

The targets for Student Learning Objectives are set by the building principal and the teacher based upon preassessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target.

Calculation of a SLO score:

After the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher's BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES developed Grade 6 science assessment
7	District, regional or BOCES-developed assessment	Wayne-Finger Lakes BOCES developed Grade 7 science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The targets for Student Learning Objectives are set by the building principal and the teacher based upon preassessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target.</p> <p>Calculation of a SLO score:          After the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:</p> <ul style="list-style-type: none"> <li>• Student must be included on the teacher's BEDS form to be included in percentage calculation.</li> <li>• Students must have both a pre- and post-assessment in order to count toward the growth target.</li> <li>• Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.</li> </ul>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

## 2.5) Grades 6-8 Social Studies

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The targets for Student Learning Objectives are set by the building principal and the teacher based upon preassessment results and other baseline data. Points will be assigned based on 80% of the students in the
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teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target.

Calculation of a SLO score:

After the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher's BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Effective (9 - 17 points) Results meet District goals for similar students.

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Developing (3 - 8 points) Results are below District goals for similar students.

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	WFL BOCES regionally developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The targets for Student Learning Objectives are set by the building principal and the teacher based upon preassessment results and other baseline data. Points will be assigned based on 80% of the students in the
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teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target.

Calculation of a SLO score:

After the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher's BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Effective (9 - 17 points) Results meet District goals for similar students.

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Developing (3 - 8 points) Results are below District goals for similar students.

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

### 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The targets for Student Learning Objectives are set by the building principal and the teacher based upon preassessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will
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be assigned depending upon the % of students who exceed or fall short of the target.  
 Calculation of a SLO score:  
 After the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher's BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

The targets for Student Learning Objectives are set by the building principal and the teacher based upon preassessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target.  
 Calculation of a SLO score:  
 After the post-assessment is administered and scored, the percentage of students meeting their target shall be

determined according to the following guidelines:

- Student must be included on the teacher's BEDS form to be included in percentage calculation.
- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

## 2.9) High School English Language Arts

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

The targets for Student Learning Objectives are set by the building principal and the teacher based upon preassessment results and other baseline data. Points will be assigned based on 80% of the students in the teacher's SLO achieving growth as defined by the teacher and a building principal. A teacher will be considered mid-to-high range "effective" (HEDI rating with 14 points) if 80% of his/her students reach the SLO target. Points will be assigned depending upon the % of students who exceed or fall short of the target.

Calculation of a SLO score:  
 After the post-assessment is administered and scored, the percentage of students meeting their target shall be determined according to the following guidelines:

- Student must be included on the teacher's BEDS form to



be included in percentage calculation.

- Students must have both a pre- and post-assessment in order to count toward the growth target.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of projected growth target as set by principal and teacher using baseline data based upon a pre-test.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/176235-TXEttx9bQW/SLO 0-20 conversion.docx*

## 2.12) Locally Developed Controls

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

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

*no controls*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Thursday, October 11, 2012

Updated Monday, December 31, 2012

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#### 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.

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 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.

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	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 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

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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

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.*

<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>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%)</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>86-100 percent see attached table at section 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-85 percent see attached table at section 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-54 percent see attached table at section 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-29 percent see attached table at section 3.13</p>

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	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
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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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	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.*

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

Locally-Selected Measure from List of Approved Measures	Assessment
---	------------

Grade 9 ELA	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.*

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.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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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

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

*No controls.*

### 3.15) Teachers with More Than One Locally Selected Measure

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

*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

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, June 21, 2012

Updated Monday, December 31, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (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, 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 20011 components overall score will be at the Distinguished level
Effective: Overall performance and results meet NYS Teaching Standards.	The Danielson 20011 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 20011 components overall score will be at the Basic level
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The Danielson 20011 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

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, October 11, 2012

Updated Friday, December 21, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of  
growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Thursday, October 11, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/193964-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN.docx](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 and Certification of Lead Evaluators and Evaluators

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

All 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

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• Checked

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## 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 Wednesday, October 17, 2012

Updated Monday, December 31, 2012

## Page 1

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

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

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

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

3-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Midlakes Primary School K-2	District, regional, or BOCES-developed	Phelps-Clifton Springs Developed K-2 ELA assessment

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

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.	Points will be assigned based upon the percentage of students meeting the growth target, based upon baseline data, as set mutually by the principal and superintendent.
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.

[assets/survey-uploads/5365/198720-lha0DogRNw/SLO 0-20 conversion.docx](#)

## 7.4) Special Considerations for Comparable Growth Measures

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

associated with the controls or adjustments.

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Wednesday, October 17, 2012

Updated Monday, December 31, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-6	(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	See attached charts

achievement for grade/subject.	
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached charts
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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.**

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

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

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

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

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

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

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

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

with high school grades

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	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.

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### 8.3) Locally Developed Controls

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

*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

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, October 17, 2012

Updated Monday, December 31, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

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)

## 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)

Created Tuesday, November 20, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, October 11, 2012

Updated Wednesday, December 26, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/194000-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 a 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 and Certification of Lead Evaluators and Evaluators

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

*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 Thursday, October 11, 2012

Updated Monday, December 31, 2012

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/193996-3Uqgn5g9Iu/APPR Signature Sheet 12-31-12.pdf](assets/survey-uploads/5581/193996-3Uqgn5g9Iu/APPR%20Signature%20Sheet%2012-31-12.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.

## 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
<b>Ineffective 0-49</b>		
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
<b>Developing 50-56</b>		
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
<b>Effective 57-58</b>		
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
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

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
	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 TEACHER IMPROVEMENT PLAN (TIP)**

**STATUS**

- 1<sup>st</sup> Year Probationary     2<sup>nd</sup> Year Probationary  
 3<sup>rd</sup> 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)**

<b>Date:</b> <b>Comments:</b>	<b>Date:</b> <b>Comments:</b>	<b>Date:</b> <b>Comments:</b>	<b>Date:</b> <b>Comments:</b>	<b>Date:</b> <b>Comments:</b>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

**Final TIP Conference**

Administrator's Comments:

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Educator's Comments:

Educator's Signature \_\_\_\_\_ Date \_\_\_\_\_

cc: Superintendent and Shared Administrator (if applicable)

**PHELPS-CLIFTON SPRINGS PRINCIPAL IMPROVEMENT PLAN (TIP)**

**STATUS**

- 1<sup>st</sup> Year Probationary     2<sup>nd</sup> Year Probationary  
 3<sup>rd</sup> 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)**

<b>Date:</b> <b>Comments:</b>	<b>Date:</b> <b>Comments:</b>	<b>Date:</b> <b>Comments:</b>	<b>Date:</b> <b>Comments:</b>	<b>Date:</b> <b>Comments:</b>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

**Final TIP Conference**

Administrator's Comments:

Superintendent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Comments:

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

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
	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%

**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 Briscoe                      12-31-12

Board of Education President Signature:    Date:

Stephanie Muse                      12/31/12