



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

Commissioner of Education
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February 28, 2014

Revised

Judith Belfield, Superintendent
Phoenix Central School District
116 Volney Street
Phoenix, NY 13135

Dear Superintendent Belfield:

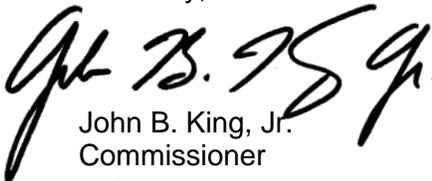
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Christopher J. Todd

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, February 04, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 462001060000

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

462001060000

1.2) School District Name: PHOENIX CSD

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

Phoenix Central School District

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Phoenix district-developed grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Phoenix district-developed grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Phoenix district-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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Phoenix CSD will develop k-2 ELA assessments and use NYS grade 3 ELA assessment to measure student growth. Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO) -13 effective points will be earned for achieving the district target (goal) of 80%
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Phoenix district-developed K Math assessment
1	District, regional, or BOCES-developed assessment	Phoenix district-developed grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Phoenix district-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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Phoenix CSD will develop k-2 math assessments and use NYS grade 3 math assessment to measure student growth. Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO) -13 effective points will be earned for achieving the district target (goal) of 80%
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.

2.4) Grades 6-8 Science

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

Science	Assessment
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6	District, regional or BOCES-developed assessment	Science Grade 6 Monroe 2 BOCES developed assessment
7	District, regional or BOCES-developed assessment	Science Grade 7 Oswego BOCES developed assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Phoenix CSD will use a BOCES developed grades 6-7 and NYS grade 8 science assessments to measure student growth. Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO) -13 effective points will be earned for achieving the district target (goal) of 80%
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Social Studies Grade 6 Monroe 2 BOCES developed assessment
7	District, regional or BOCES-developed assessment	Social Studies Grade 7 Oswego BOCES developed Assessment
8	District, regional or BOCES-developed assessment	Social Studies Grade 8 Oswego BOCES Developed Assessment

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

assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Phoenix CSD will use Monroe 2 and Oswego BOCES developed grades 6-8 social studies assessments to measure student growth. Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO) -13 effective points will be earned for achieving the district target (goal) of 80%
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Regents Global 10 assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Phoenix CSD will use the NYS Global History Regents, NYS US History and Government Regents to measure student growth. Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data.
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All teachers will share the same HEDI structure for their Student Learning Objective (SLO). Global 1 teachers will use a school-wide measure based on the % of students meeting or exceeding their individual growth targets on the Global Regents Assessment.
-13 effective points will be earned for achieving the district target (goal) of 80%

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Phoenix CSD will use the NYS Regents science assessments to measure student growth. Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO) -13 effective points will be earned for achieving the district target (goal) of 80%
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Phoenix CSD will use the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents math assessments to measure student growth in Common Core courses. Teachers will use the higher of the two assessment scores to calculate their SLO results. Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO) -13 effective points will be earned for achieving the district target (goal) of 80%
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.

2.9) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Phoenix CSD will use the Grade 9 ELA Oswego BOCES Developed Assessment, Grade 10 ELA Oswego BOCES Developed Assessment and NYS Grade 11 Comprehensive English Regents to measure student growth. Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO) -13 effective points will be earned for achieving the district target (goal) of 80%
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
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K-12 Music	District, Regional or BOCES-developed	Oswego BOCES Developed K-12 Music Assessment
K-8 Art	District, Regional or BOCES-developed	Oswego BOCES Developed K-8 Art Assessment
K-12 Physical Education	District, Regional or BOCES-developed	Oswego BOCES Developed K-12 PE Assessment
Family and consumer science grades 7 and 8	District, Regional or BOCES-developed	Herkimer BOCES Developed Grades 7 & 8 FACS Assessment
LOTE - Spanish/French grades 7-12	District, Regional or BOCES-developed	Monroe 2 BOCES Developed Grades 7-12 LOTE Assessment
Grade 5 Science	District, Regional or BOCES-developed	Oswego BOCES Developed Grade 5 Science Assessment
Health Grade 7	District, Regional or BOCES-developed	Madison Oneida BOCES Developed Grade 7 Health Assessment
Health grade 9-12	District, Regional or BOCES-developed	Herkimer BOCES Developed Grades 9-12 Health Assessment
Technology Education grade 6-8	District, Regional or BOCES-developed	Herkimer BOCES Developed Grades 6-8 Technology Assessment
Technology Education grade 9-12	District, Regional or BOCES-developed	Madison Oneida BOCES Developed Grades 9-12 Technology Assessment
Economics grade 12	District, Regional or BOCES-developed	Herkimer BOCES Developed Grade 12 Economics Assessment
Participation in Government 12	District, Regional or BOCES-developed	Herkimer BOCES Developed Grade 12 PIG Assessment
K-2 Integrated Special Education	District, Regional or BOCES-developed	Phoenix CSD District Developed K-2 ELA and Math Assessments
Grade 5-8 Resource Special Education	State Assessment	NYS Grades 5-8 ELA and Math Assessments
Grade 9-12 Resource Special Education	State Assessment	NYS Grade 11 Comprehensive ELA Regents
K-4 12:1:1 Special Education	School/BOCES-wide/group/team results based on State	NYS Grades 3-4 ELA and Math Assessments
Grade 3-4 12:1:1 Special Education	State Assessment	NYS Grades 3-4 ELA and Math Assessments
Grade 5-8 15:1:1 Special Education	State Assessment	NYS Grades 5-8 ELA and Math Assessments
Grade 9-12 15:1:1 & 12:1:1 Special Education	School/BOCES-wide/group/team results based on State	NYS Grade 11 Comprehensive ELA Regents
9-12 Art	School/BOCES-wide/group/team results based on State	NYS Grade 11 Comprehensive ELA Regents

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

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

The Phoenix CSD will use the NYS Grades 3-8 ELA & Math Assessments, NYS Grade 11 Comprehensive English Regents or locally developed assessments to measure student growth.

2.11, below.

Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes preassessment results as well as historical academic data. All teachers will share the same HEDI structure for their Student Learning Objective (SLO)
-13 effective points will be earned for achieving the district target (goal) of 80%
Where school-wide measures are indicated, A HEDI score will be awarded based on the overall percentage of students who meet or exceed the targets listed below for the assessment identified.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.

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

assets/survey-uploads/12186/824305-avH4IQNZMh/40582966-40582966-Form2_10_AllOtherCourses_2.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/824305-TXEttx9bQW/40583037-2.11 - 2013-2014 HEDI Scoring Band_1 - Final.docx

2.12) Locally Developed Controls

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

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

Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels. We are not using controls to adjust a teacher's HEDI score by up to 2 points.

2.13) Teachers with more than one growth measure

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

grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 4 ELA Assessment
5	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 5 ELA Assessment
6	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 6 ELA Assessment

7	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 7 ELA Assessment
8	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year, teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 15 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms. HEDI points will be awarded on a 20 point scale in the absence of a value-added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 4 Math Assessment
5	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 5 Math Assessment
6	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 6 Math Assessment
7	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 7 Math Assessment
8	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year, teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 15 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms. HEDI points will be awarded on a 20 point scale in the absence of a value-added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

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

Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments..

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/824306-rhJdBgDruP/40583216-3.3 and 3.13 - LSM Scoring Methodology and Conversion Charts_6 - 3-28-14.doc

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Phoenix CSD Developed Grade K ELA Assessment
1	6(ii) School-wide measure computed locally	Phoenix CSD Developed Grade 1 ELA Assessment
2	6(ii) School-wide measure computed locally	Phoenix CSD Developed Grade 2 ELA Assessment
3	6(ii) School-wide measure computed locally	Phoenix CSD Developed Grade 3 ELA Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year, teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 20 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous</p>
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and comparable across classrooms.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Phoenix CSD Developed Grade K Math Assessment
1	6(ii) School-wide measure computed locally	Phoenix CSD Developed Grade 1 Math Assessment
2	6(ii) School-wide measure computed locally	Phoenix CSD Developed Grade 2 Math Assessment
3	6(ii) School-wide measure computed locally	Phoenix CSD Developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year , teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will calculate averages for each assessment, convert the averages for
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each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 20 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 6 Science Assessment
7	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 7 Science Assessment
8	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year , teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will
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calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 20 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 6 Social Studies Assessment
7	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 7 Social Studies Assessment
8	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Standards. At the start of the school year, teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 20 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 9 - Global 1 Assessment
Global 2	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 10 - Global 2 Assessment
American History	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 11 - American History Assessment

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible

for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year, teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 20 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms.</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>Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.</p>

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 10 -Living Environment Assessment

Earth Science	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 9 - Earth Science Assessment
Chemistry	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 11 - Chemistry Assessment
Physics	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 12 - Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year, teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 20 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 8 & 9 - Algebra 1 Assessment
Geometry	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 9 & 10 - Geometry Assessment
Algebra 2	6(ii) School wide measure computed locally	Phoenix CSD developed Grade 10 & 11 - Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year, teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 20 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 9 ELA Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 10 ELA Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 11 ELA Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year , teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will
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calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 20 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-4 Music	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades K-4 Music Assessments
K-4 Art	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades K-4 Art Assessments
K-4 Physical Education	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades K-4 Physical Education Assessments
Family and Consumer Science - Grade 7	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 7 Family and Consumer Science Assessment
LOTE Spanish & French - Grade 7	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 7 Spanish & French Assessments
Grade 5 Science	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 5 Science Assessment
Technology Education - Grades 7 & 8	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 7 & 8 Technology Education Assessments
Technology Education - Grades 9-12	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 9-12 Technology Education Assessments

5-8 Music	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 5-8 Music Assessments
5-8 Art	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 5-8 Art Assessments
5-8 Physical Education	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 5-8 Physical Education Assessments
K-4 Special Education	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades K-4 Special Education Assessments
5-8 Special Education	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 5-8 Special Education Assessments
9-12 Special Education	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 9-12 Special Education Assessments
Grade 7 Health	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 7 Health Assessment
Grade 11 & 12 Health	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 11 & 12 Health Assessments
LOTE Spanish & French - Grades 9-12	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 9-12 Spanish & French Assessments
K-4 Reading	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade K-4 Reading Assessments
5-8 Reading	6(ii) School wide measure computed locally	Phoenix CSD Developed Grades 5-8 Reading Assessments
Economics & PIG - Grade 12	6(ii) School wide measure computed locally	Phoenix CSD Developed Grade 12 Economics & PIG Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

All assessments must be rigorous, comparable across classrooms and aligned to the Common Core and/or NYS Standards. At the start of the school year, teachers, by class, grade level, or department, will collaborate with their colleagues and principal to choose from the following LSMs using the assessment indicated for their grade/subject: (1) class average for the listed assessment or (2) a school-wide measure based on the average for the grade level or department. The district will calculate averages for each assessment, convert the averages for each assessment to a 1-4 rubric score, average the rubric scores (rounded numbers if necessary), and used the district provided conversion chart to convert the average into a 20 point Locally Selected Measure (LSM) Achievement Score. The LSM Achievement scores are based on a teacher's students or a result from the average of their grade level / department. Regardless of option selected, the measure will be the same for all teachers in the same grade level and/or subject areas and will be rigorous and comparable across classrooms.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when their class / grade level / department achieves an average between 85-100% (or 3.5 – 4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when their class / grade level / department achieves an average between 65-84% (or 2.5 – 3.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when their class / grade level / department achieves an average between 55-64% (or 1.5 – 2.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when their class / grade level / department achieves an average between 0-54% (or 1 – 1.4 scored on a 1-4 scale) on the developed LSM Achievement Assessments.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/824306-y92vNseFa4/40583216-3.3 and 3.13 - LSM Scoring Methodology and Conversion Charts_6 - 3-28-14.doc

3.14) Locally Developed Controls

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

No 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.

For teachers who have more than one locally selected measure -

- They will calculate their raw score based on the assessments they gave to their students (ex: 3.25).
- This number will be rounded to the nearest tenth (ex: 3.25 rounds to 3.3).
- This number will be converted to a Locally Selected Measure Achievement Score using the attached district charts (LSM = 16).
- A district created calculator will be used to calculate one LSM Achievement Score by weighting each LSM proportionately based on the number of students in each measure (If one LSM was for 20 students and the other LSM was for 10 students, the first LSM would be weighted twice as much). In other words, we are calculating the HEDI scores and weighting them proportionately based on the

number of students represented in each LSM.

- Rounding will not cause a teacher to move between HEDI Rating Categories (ex: 17.5 will not round to 18 – thereby moving a teacher from Effective to Highly Effective).

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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.)

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

All standards will be evaluated using the 2012 NYSUT Teacher Practice Rubric. Teachers will earn points based on evidence and artifacts submitted, and points collected and evaluated during observations and structured review using the 2012 NYSUT Practice Rubric. All earned points will count equally. Points for each evaluated indicator will be assigned as follows: Ineffective = 1, Developing = 2, Effective = 3, Highly Effective = 4.

In instances where indicators are evaluated / rated multiple times over the course of the year, an average for each indicator will be determined. This indicator average will then be used in the final HEDI score calculation.

A raw score will be calculated to the nearest thousandth by the following method:

Total Points Collected/Number of Indicators evaluated

Example: Raw score = 255 points/79 indicators = 3.227

The raw score will then be converted to composite points as outlined in the attached table

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

assets/survey-uploads/12179/824307-eka9yMJ855/4.5 - Rubric Conversion Chart for APPR - NYSUT Rubric_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of highly effective for the "other measures" sub-component when they receive a final raw score of 3.5-4.0 as identified on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of effective for the "other measures" sub-component when they receive a final raw score of 2.5-3.4 as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of developing for the "other measures" sub-component when they receive a final raw score of 1.5 - 2.4 as identified on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of ineffective for the "other measures" sub-component when they receive a final raw score of 1.0-1.4 as identified on the conversion chart.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
-------------	---

Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short

0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, February 04, 2014

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.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/824309-Df0w3Xx5v6/6.2 - Supportive Supervision Form (TIP) -Formal - February 2014.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals

"Pursuant to section 3012-c of the Education Law, 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; and/or
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.

The district and association agree that no decisions with monetary implications (such as performance pay) will be derived from a teacher's overall composite rating of either effective or highly effective. Teachers rated effective or highly effective will not appeal their rating. Therefore, teachers with such a rating will be afforded the opportunity to write a written response to be added to the annual evaluation.

If a tenured teacher receives an overall composite rating of developing or ineffective, they will have the right to submit an appeal if the following conditions have been met:

- 1) The teacher has a specific area noted on the evaluation that he/she has documented proof is inaccurate

-and-

- 2) The maximum number of points that this discrepancy represents has the potential to move the individual's total points to a range of a higher ranking.

-or-

- 1) If the individual has documentation to show that the procedures required in the APPR were not followed.

In this case, tenured teachers may submit an appeal. All appeals must be filed by September 14th. The supportive supervision process (Teacher Improvement Plan) will commence while the appeal process is taking place. Appeals of implementation of a TIP must be initiated within 2 weeks after each alleged failure of the district to implement a component of the TIP.

Stage 1) The appeal will first go to the principal of the building for review. If the principal agrees that an error has been made, the changes can be made immediately. If the building principal disagrees with the documentation provided, he/she will let the teacher know of their decision in writing within 2 weeks of receiving such appeal.

Stage 2) The teacher may then request the same documentation be reviewed by a review panel. This request must be made within 2 weeks of the dated written stage 1 decision. The APPR review panel will be made up of two members of the PCSTA (other than the teacher) selected by the PCSTA President and two evaluators (other than the building principal in stage 1) selected by the Superintendent. The identity of such a panel will be confidential and not shared with the appealing teacher. The teacher will be notified in writing of the decision of the panel within two weeks of receiving the stage 2 appeal. If the panel cannot reach a consensus on the appeal outcome, the appeal shall proceed to stage 3 and the teacher will be notified in writing within 2 weeks of receiving the appeal request.

Stage 3) Should consensus not be reached in stage 2 within 2 weeks of receiving the stage 2 appeal, the same documentation shall then be reviewed together by the APPR panel from stage 2 and the Superintendent. The Superintendent, or his/her designee (that was not on the panel or the stage 1 principal), and the APPR review panel will review the documentation provided from stage 2 and will have the right to make the changes to the teacher's score. If it is determined that the documentation does not prove the information inaccurate in the evaluation, the appeal may be denied. The teacher will be notified in writing of the decision within 2 weeks of receiving the stage 3 appeal. In this case, the teacher will have the right to add a response to his/her file which will be kept with the annual evaluation in the teacher's personnel file. Multiple appeals may not be filed for the same performance review. The stage 3 decision will be final and not be subject to the grievance procedure.

Non-tenured teachers will not have the right to appeal their overall composite score. Non-tenured teachers may add a response to the annual evaluation which will be kept in his/her personnel file with the annual evaluation.

All steps in the appeals procedure will be completed in a timely and expeditious fashion in accordance with Education Law 3012-c.

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

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

Evaluator Training

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. Evidence from all the training will be presented to the BOE who will certify that each administrator is qualified to be the lead evaluator for teachers' evaluations. The BOE will re-certify the lead evaluators each school year after reviewing the on-going training the lead evaluator has received.

The following training procedures will apply to all lead evaluators and evaluators:

The district will utilize the District and BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- Evidence-based observation techniques that are grounded in research;
- Application and use of the student growth percentile model and the value-added growth model;
- Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 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.;
- Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- Use of the Statewide Instructional Reporting System;
- The scoring methodology 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; and
- Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.
- Inter-rater reliability monthly training will take place on an ongoing basis to ensure proficiency among evaluators.

The superintendent will ensure that lead evaluators participate in an initial training. This initial training will be provided by the District Network Team and Oswego County BOCES staff developers (who have attended SED training). The training will consist of 4 half-days of training x 4 hours per session (16 hours total).

Lead evaluators will also participate in recertification training on an annual basis. The District Network Team and Oswego County BOCES staff developers (who have attended SED training) will be utilized to provide the recertification training. The training will consist of 4 days of training x 2 hours per session (8 hours total). Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Friday, February 28, 2014

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

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

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

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

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

5-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Elementary School Grades K-4	State assessment	Grades 3 & 4 NYS ELA and Math Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

The Phoenix CSD will write an SLO using the NYS grade 3 ELA and Math assessments to measure student growth. The State will provide the district with the HEDI results for the Grade 4 ELA and Math SPGM, which will then be weighted proportionally with the 3rd grade ELA and Math SLO (see HEDI below for Grade 3). Our process for establishing growth targets for Grade 3 ELA and Math requires principals to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes pre-assessment results as well as historical academic data.

The Superintendent will approve the individual growth targets set by the principal. The principal will share the same HEDI structure for their Student Learning Objective (SLO).

- 13 effective points will be earned for achieving the district target (goal) of 80%
- 85-100% of students meeting their target will result in a highly effective score;
- 45-84% of students meeting their target will result in an effective score;
- 15-44% of students meeting their target will result in a

developing score;
-0-14% of students meeting their target will result in an ineffective score;

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principal will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principal will receive a rating of effective when 45 to 84% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principal will receive a rating of developing when 15 to 44% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principal will receive a rating of ineffective when 0 to 14% of the students meet their individual targets.

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

assets/survey-uploads/12156/824310-lha0DogRNw/40583367-7.3 - Elementary Principal State Growth_1.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

Controls used in setting targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels. We will not adjust a principal's HEDI score.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
--	---------

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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.

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Phoenix CSD - Developed Grades 5-8 Science Assessments
9-12	(d) measures used by district for teacher evaluation	Phoenix CSD - Developed Grades 9-12 Physics Assessments

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.	Each principal will receive a HEDI score based on the average of the students' scores on the identified assessments (listed above) in their building. HEDI Scores will be calculated based on a 0-20 scale in the absence of a value added measure. The 20 point chart uploaded to 8.2 will be used in the absence of a value added measure. HEDI Scores will be calculated based on a 0-15 scale upon implementation of a value added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Highly Effective when the average of the student assessment scores is between 85-100%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Effective when the average of the student assessment scores is between 50-84%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Developing when the average of the student assessment scores is between 15-49%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Ineffective when the average of the student assessment scores is between 0-14%.

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

(No response)

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

assets/survey-uploads/12190/824311-qBFVOWF7fC/40583407-8.1 Locally Selected Measure - Phoenix 5-8 and 9-12 Principals - February 2014.docx

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades*
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms*

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	Phoenix CSD - Developed Grades K-4 ELA Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be assigned based on the average assessment score for all students taking district-developed assessments in the principal's building.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Highly Effective when the average of the student assessment scores is between 85-100%.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Effective when the average of the student assessment scores is between 45-84%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Developing when the average of the student assessment scores is between 15-44%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will receive a rating of Ineffective when the average of the student assessment scores is between 0-14%.

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

(No response)

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

assets/survey-uploads/12190/824311-T8MIGWUVm1/8.2 Locally Selected Measure - Phoenix CSD - K-4 Principal - Feb 2014.docx

8.3) Locally Developed Controls

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

No controls

8.4) Principals with More Than One Locally Selected Measure

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

Not Applicable

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principal Practice Rubric

The Marshall Principal Practice Rubric (see appendix A) shall be used as the instrument to collect evidence that comprises the 60 points of the overall composite score. In order to determine this score (0-60), the principal will receive a score of 1-4 for each indicator that is observed within the 6 domains. Each indicator will be scored holistically after all school visits and evidence collection is complete. The scores from all observed indicators (through multiple school visitations by the Superintendent and evidence submissions) within each domain will be averaged to determine a domain score out of 1-4. Once all domains are scored they will be averaged together and rounded to the nearest thousandth, resulting in an Overall Rubric Score out of 1-4. The Overall Rubric Score will then convert to a 0-60 HEDI score using the uploaded conversion in Task 9.7.

All ISLLC Standards in the rubric will be evaluated over the progression of a school year. Individual indicators within the elements in the rubric shall be evaluated with minimums that have been identified in the rubric.

Principals will earn points based on evidence submitted, collected and evaluated using the MARSHALL Rubric. Points for each evaluated indicator will be assigned as follows:

Highly Effective (59-60 pts.) = 4
 Effective (57-58 pts.) = 3
 Developing (50-56 pts.) = 2
 Ineffective (0-49 pts.) = 1

Total points collected for each indicator will be averaged into a raw score.

A table will be used to convert the raw score collected from the rubric to composite points to be used in the overall composite 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/12205/824312-pMADJ4gk6R/9.7 Appendix A and Principal Rubric Score Sheet.pdf

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

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of highly effective for the "other measures" sub-component when they receive a final raw score of 3.5-4.0 as identified on the conversion chart.
Effective: Overall performance and results meet standards.	Principals will receive a rating of effective for the "other measures" sub-component when they receive a final raw score of 2.5-3.4 as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of developing for the "other measures" sub-component when they receive a final raw score of 1.5-2.4 as identified on the conversion chart.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Ineffective for the "other measures" sub-component when they receive a final raw score of 1.0-1.4 as identified on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0

By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

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Updated Thursday, February 06, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/824314-Df0w3Xx5v6/11.2 - Phoenix PIP.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals

"Pursuant to section 3012-c of the Education Law, 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; and/or
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.

The district and association agree that no decisions with monetary implications (such as performance pay) will be derived from a Principal's overall composite rating of either effective or highly effective. Principals rated effective or highly effective will not appeal their rating. Therefore, Principals with such a rating will be afforded the opportunity to write a written response to be added to the annual evaluation.

If a tenured Principal receives an overall composite rating of developing or ineffective, they will have the right to complete an appeal if the following conditions have been met:

- 1) The Principal has a specific area noted on the evaluation that he/she has documented proof is inaccurate

-and-

- 2) The maximum number of points that this discrepancy represents has the potential to move the individuals total points to a range of a higher ranking.

-or-

- 1) If the individual has documentation to show that the procedures required in the APPR were not followed.

In this case, tenured Principals may appeal. All appeals must be filed by September 14th. The supportive supervision process (Principal Improvement Plan) will commence while the appeal process is taking place. Appeals of implementation of a PIP must be initiated within 2 weeks after each alleged failure of the district to implement a component of the PIP.

Stage 1) The appeal will first go to the Superintendent of his/her designee for review. If the Superintendent agrees that an error has been made, the changes can be made immediately. If the Superintendent disagrees with the documentation provided, he/she will let the Principal know of their decision in writing within 2 weeks of receiving such appeal.

Stage 2) The Principal may then request the same documentation be reviewed by the BOCES District Superintendent or his/her designee. Such request must be made with 2 weeks of the date of the written response to stage 1. The Principal will be notified in writing of the decision of the BOCES Superintendent within two weeks of receiving the stage 2 appeal. The stage 2 decision will be final and not be subject to the grievance procedure.

Non-tenured Principals will not have the right to appeal their overall composite score. Non-tenured Principals may add a response to the annual evaluation which will be kept in his/her personnel file with the annual evaluation.

All steps in the appeals procedure will be completed in a timely and expeditious fashion in accordance with Education Law 3012-c.

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

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

Evaluator Training

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. Evidence from all the training will be presented to the BOE who will certify that each administrator is qualified to be the lead evaluator for teachers' evaluations. The BOE will re-certify the lead evaluators each school year after reviewing the on-going training the lead evaluator has received.

The following training procedures will apply to all lead evaluators and evaluators:

The district will utilize the District and BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- Evidence-based observation techniques that are grounded in research;
- Application and use of the student growth percentile model and the value-added growth model;
- Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 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.;
- Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers or principals;
- Use of the Statewide Instructional Reporting System;
- The scoring methodology 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; and
- Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.
- Inter-rater reliability monthly training will take place on an ongoing basis to ensure proficiency among evaluators.

The superintendent will ensure that lead evaluators participate in an initial training. This initial training will be provided by the District Network Team and Oswego County BOCES staff developers (who have attended SED training). The training will consist of 4 half-days of training x 4 hours per session (16 hours total).

Lead evaluators will also participate in recertification training on an annual basis. The District Network Team and Oswego County BOCES staff developers (who have attended SED training) will be utilized to provide the recertification training. The training will consist of 4 days of training x 2 hours per session (8 hours total). Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
--	---------

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/824315-3Uqgn5g9Iu/Phoenix CSD APPR Certification Form - 2-28-14.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.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Grade 5 Social Studies	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Grade 5 Social Studies Oswego BOCES Developed Assessment
Grade 12 ELA	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Grade 12 ELA Oswego BOCES Developed Assessment
3-4 Integrated Special Education	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS Grades 3-4 ELA and Math Assessments
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>The Phoenix CSD will use the BOCES developed assessments to measure student growth. Our process for establishing growth targets requires principals and teachers to examine a variety of baseline data together to set rigorous, yet achievable targets. Data to be reviewed includes pre-assessment results as well as historical academic data.</p> <p>All teachers will share the same HEDI structure for their Student Learning Objective (SLO)</p> <p>-13 effective points will be earned for achieving the district target (goal) of 80%</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers will receive a rating of highly effective when 85 to 100% of the students meet their individual targets.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers will receive a rating of effective when 45 to 84% of the students meet their individual targets.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers will receive a rating of developing when 15 to 44% of the students meet their individual targets</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers will receive a rating of ineffective when 14% or less of the students meet their individual targets.</p>

Grades K-2 Growth on Phoenix CSD Developed Math & ELA Assessments

Assessment & Measure – Percentage of all students achieving individual target goal on locally developed Grades K-2 Math & ELA Exam

Target – 80% of all students will achieve individual target goal on locally developed Math & ELA assessments

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Grade 3 Growth on NYS Math & ELA Assessments

Assessment & Measure – Percentage of all students achieving individual target goal on the NYS Grade 3 Math & ELA Assessments.

Target – 80% of all students will achieve individual target goal on the NYS Grade 3 Math & ELA Assessments

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Grade 6-8 Growth on Science Assessments Measure

Assessment & Measure – Percentage of all students achieving individual target goal on Monroe BOCES (Grade 6), Oswego BOCES (Grade 7) developed and NYS (Grade 8) Science Assessments for all students.

Target – 80% of all students will achieve individual target goal on the Grades 6-8 Science Assessments (as described above).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Grade 6-8 Growth on Social Studies Assessments Measure

Assessment & Measure – Percentage of all students achieving individual target goal on Monroe BOCES (Grade 6), Oswego BOCES (Grade 7 & 8) developed Social Studies Assessments for all students.

Target – 80% of all students will achieve individual target goal on the Grades 6-8 Social Studies Assessments (as described above).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Grade on Global 9, 10 and American History Assessments Measure

Assessment & Measure – Percentage of all students achieving individual target goal on the NYS Global Regents and American History Assessments for all students.

Target – 80% of all students will achieve individual target goal on the Regents Social Studies Exams (as described above).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Growth on Regents Science Assessments

Assessment & Measure – Percentage of all students achieving individual target goal on the NYS Regents Earth Science, Living Environment, Chemistry and Physics Assessments for all students.

Target – 80% of all students will achieve individual target goal on the Regents Science Exams (as described above).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Growth on NYS Regents Math Assessments

Assessment & Measure – Percentage of all students achieving individual target goal on the NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Algebra 2 Regents and NYS Geometry Regents for all students.

Target – 80% of all students will achieve individual target goal on the Regents Math Exams (as described above).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Growth on Regents ELA Assessment

Assessment & Measure – Percentage of all students achieving individual target goal on the NYS Comprehensive ELA Regents and the NYS Common Core English Regents.

Target – 80% of all students will achieve individual target goal on the Regents ELA Exam (as described above).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Growth on All Other Course Assessments

Assessment & Measure – Percentage of all students achieving individual target goal on Phoenix CSD, Oswego BOCES, Herkimer BOCES, Monroe 2 BOCES, Madison Oneida BOCES developed or a NYS Assessment for all students (see section 2.10 of APPR Submission for more details).

Target – 80% of all students will achieve individual target goal on the identified assessments (as described above).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Scoring Methodology for the 20% local

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated on a 1-4 scale according to his or her average student scores on the assessments. The rating will determine where the teacher falls in the HEDI categories, and then the points are applied.

Calculating Steps

Taking into account the SED preset scales; the local negotiates the point distribution for each rating category. This will be converted into a numerical effectiveness score using conversion charts. Depending on the assessments selected there are different methodologies that can be used for this conversion.

Using a 0-100 Point Scale

- When the local selects assessments scored on a 0-100 scale, they should be converted to a 1-4 scale to determine the rating category. The attached conversion shows how this can be done.

Mixed Model

- When the local selects assessments scored on 1-4 rubrics and 0-100 scales, convert the average scores for each assessment using locally negotiated conversion scales for each. Calculate the outcome based on negotiated weights (each assessment is weighted equally; if there are 4 assessments each assessment will count 25%; if there are 3 assessments each assessment will count 33 1/3%) of each assessment.

Converting to Subcomponent Score

- Once you have the average rating, it should be converted to a sub-component score using the attached chart.

CHART A - *Can be used with any assessment scored on a 100 point scale*

20% local measures - Conversion Charts for Assessments Scored on 0-100 Scale

0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
Highly Effective	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

**CHART B –
20% local measures - Conversion Charts 1-4 Rubric to Sub-Component Score**

1-4 Rubric Conversion Scale	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	2
1.3	2
1.4	2
Developing	
1.5	3
1.6	4
1.7	4
1.8	5
1.9	5
2	6
2.1	7
2.2	7
2.3	8
2.4	8
Effective	
2.5	9
2.6	10
2.7	11
2.8	12
2.9	13
3	14
3.1	14
3.2	15
3.3	16
3.4	17
Highly Effective	
3.5	18
3.6	18
3.7	19
3.8	19
3.9	20
4	20

*** 1-4 Rubric Scores listed above are the minimum necessary to score the respective HEDI score**

Chart C – (For Use After Implementation of a Value-Added Measure)

15% local measures - Example Conversion Charts 1-4 Rubric to Sub-Component Score

Example 1-4 Rubric Conversion Scale	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1	0
1.2	1
1.4	2
Developing	
1.5	3
1.7	4
2.0	5
2.2	6
2.4	7
Effective	
2.5	8
2.7	9
2.9	10
3.0	11
3.2	12
3.4	13
Highly Effective	
3.5	14
4	15

Scoring Methodology for the 20% local

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated on a 1-4 scale according to his or her average student scores on the assessments. The rating will determine where the teacher falls in the HEDI categories, and then the points are applied.

Calculating Steps

Taking into account the SED preset scales; the local negotiates the point distribution for each rating category. This will be converted into a numerical effectiveness score using conversion charts. Depending on the assessments selected there are different methodologies that can be used for this conversion.

Using a 0-100 Point Scale

- When the local selects assessments scored on a 0-100 scale, they should be converted to a 1-4 scale to determine the rating category. The attached conversion shows how this can be done.

Mixed Model

- When the local selects assessments scored on 1-4 rubrics and 0-100 scales, convert the average scores for each assessment using locally negotiated conversion scales for each. Calculate the outcome based on negotiated weights (each assessment is weighted equally; if there are 4 assessments each assessment will count 25%; if there are 3 assessments each assessment will count 33 1/3%) of each assessment.

Converting to Subcomponent Score

- Once you have the average rating, it should be converted to a sub-component score using the attached chart.

CHART A - *Can be used with any assessment scored on a 100 point scale*

20% local measures - Conversion Charts for Assessments Scored on 0-100 Scale

0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
Highly Effective	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

**CHART B –
20% local measures - Conversion Charts 1-4 Rubric to Sub-Component Score**

1-4 Rubric Conversion Scale	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	2
1.3	2
1.4	2
Developing	
1.5	3
1.6	4
1.7	4
1.8	5
1.9	5
2	6
2.1	7
2.2	7
2.3	8
2.4	8
Effective	
2.5	9
2.6	10
2.7	11
2.8	12
2.9	13
3	14
3.1	14
3.2	15
3.3	16
3.4	17
Highly Effective	
3.5	18
3.6	18
3.7	19
3.8	19
3.9	20
4	20

*** 1-4 Rubric Scores listed above are the minimum necessary to score the respective HEDI score**

Chart C – (For Use After Implementation of a Value-Added Measure)

15% local measures - Example Conversion Charts 1-4 Rubric to Sub-Component Score

Example 1-4 Rubric Conversion Scale	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1	0
1.2	1
1.4	2
Developing	
1.5	3
1.7	4
2.0	5
2.2	6
2.4	7
Effective	
2.5	8
2.7	9
2.9	10
3.0	11
3.2	12
3.4	13
Highly Effective	
3.5	14
4	15

2012 NYSUT Rubric - Conversion of raw score to composite points

The following table will be used to convert the raw score collected from the rubric to composite points to be used in the overall composite score:

Total Average Rubric Score	Category	Conversion to Composite Points	Total Average Rubric Score	Category	Conversion to Composite Points
Ineffective 0-49			1.317		39
1.000		0	1.325		40
1.008		1	1.333		41
1.017		2	1.342		42
1.025		3	1.350		43
1.033		4	1.358		44
1.042		5	1.367		45
1.050		6	1.375		46
1.058		7	1.383		47
1.067		8	1.392		48
1.075		9	1.400		49
1.083		10	Developing 50-56		
1.092		11	1.5		50
1.100		12	1.6		50
1.108		13	1.7		51
1.115		14	1.8		52
1.123		15	1.9		52
1.131		16	2		53
1.138		17	2.1		54
1.146		18	2.2		55
1.154		19	2.3		55
1.162		20	2.4		56
1.169		21	Effective 57-58		
1.177		22	2.5		57
1.185		23	2.6		57
1.192		24	2.7		57
1.200		25	2.8		57
1.208		26	2.9		57
1.217		27	3		58
1.225		28	3.1		58
1.233		29	3.2		58
1.242		30	3.3		58
1.250		31	3.4		58
1.258		32	Highly Effective 59-60		
1.267		33	3.5		59
1.275		34	3.6		59
1.283		35	3.7		59
1.292		36	3.8		59
1.300		37	3.9		60
1.308		38	4		60

The scores listed above are the minimum scores necessary to receive the corresponding HEDI point values.

Supportive Supervision Form (Formal)

Teacher:

Support Team:

Building Representative:

Administrator:

Administrator:

Other:

Observations:

Date #1

Date #3

Date #2

Date #4

Date of Plan:

** teacher and support team should initial next to their names to indicate participation in supportive process*

Area of Concern:

Strategies for Growth (include resources to be utilized, individuals who might provide additional support, schedule for follow up observations):

Timeline (duration of informal process, schedule of visitations, observations, meetings):

Assessment criteria and evaluation:

Evaluation Outcome:

Area of Concern:

Strategies for Growth (include resources to be utilized, individuals who might provide additional support, schedule for follow up observations):

Timeline (duration of informal process, schedule of visitations, observations, meetings):

Assessment criteria and evaluation:

Evaluation Outcome:

Grades on Grade 3 ELA And Math Assessments Measure For K-4 Elementary School Principal Student Learning Objective

Assessment & Measure – Percentage of all students reaching individual targets on the grade 3 ELA and Math Exams for all students.

Target – 80% of all students will achieve individual target goal on the NYS Assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Phoenix Grades 5-8 and 9-12 – Locally Selected Measure

Principal Locally Selected Measure

Assessment & Measure – Average of the students’ scores on the respective assessments (Phoenix CSD - Grades 5-8 Science Assessments and Phoenix CSD - Developed Grades 9-12 Physics Assessments) in each building.

HIGHLY EFFECTIVE		EFFECTIVE					DEVELOPING						INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	85-92	77-84	70-76	64-69	57-63	50-56	43-49	38-42	32-37	26-31	20-25	15-19	10-14	5-9	0-4

Numbers in bottom row (above) are percentages

Phoenix Grades K-4 – Locally Selected Measure

Principal Locally Selected Measure

Assessment & Measure – Average of all students taking the K-4 ELA district-developed assessments in the principal’s building.

Target – The average assessment score for all students taking the K-4 ELA Assessments will be 80%.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100	86	85	84	83	82	81	80	70-79	60-69	50-59	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4

Principal Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Curriculum and Data
- D. Supervision, Evaluation, and Professional Development
- E. Discipline and Parent Involvement
- F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 for a sample).

A. Diagnosis and Planning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious 3-4 year student achievement target.	Builds staff support for a 3-4 year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
h. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Overall rating: ____ Comments:

B. Priority Management and Communication

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

Overall rating: _____ Comments:

C. Curriculum and Data

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Expectations	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond <i>what</i> students got wrong and delve into <i>why</i> .	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Overall rating: ____ Comments:

D. Supervision, Evaluation, and Professional Development

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Overall rating: _____ Comments:

E. Discipline and Family Involvement

4
Highly Effective

3
Effective

2
**Improvement
Necessary**

1
**Does Not Meet
Standards**

The principal:

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
h. Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communication	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Overall rating: ___ Comments:

F. Management and External Relations

4
Highly Effective

3
Effective

2
**Improvement
Necessary**

1
**Does Not Meet
Standards**

The principal:

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating: _____ Comments:

Evaluation Summary Page

Principal's name: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Diagnosis and Planning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Priority Management and Communication:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Curriculum and Data:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Supervision, Evaluation, and Professional Development:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Discipline and Parent Involvement:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Management and External Relations:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Supervisor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of 12 Principals for PD Purposes

	A. Diagnosis and Planning	B. Priority Management and Communication	C. Curriculum and Data	D. Supervision and Professional Development	E. Discipline and Parent Involvement	F. Management and External Relations	
Blenda Johnson							16
Henry Rodriguez		4					19
Henrietta Moreton				2			17
Priscilla Robb	4	4	4	4	4	4	24
Carlton Robinson				2		4	18
Kim Stavus					4		17
Brazil Moore				2			17
Marvin Marcus	4	4	4	4	4	4	24
Sartina Useem				2			17
David Boggs							16
Nancy Marshall	2		2		2		11
Totals	34	36	34	23	34	35	

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Acknowledgements

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RUBRIC SCORE TO SUB-COMPONENT CONVERSION CHART

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38

Total Average Rubric Score	Category	Conversion Score for Composite
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50
1.7		51
1.8		52
1.9		52
2		53
2.1		54
2.2		55
2.3		55
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

The rubric scores listed above are the minimum scores necessary to receive the corresponding HEDI point values.

Phoenix Central School District
Principal Improvement Plan

Principal _____ School year plan is based on _____ Assignment was Principal, Grades (-)

Assignment, ensuing school year Principal, Grades (-)

Date of related APPR (attach copy) _____ Date of PIP conference _____

I. List area(s) to be improved, citing from principal’s evaluation and correlating with District APPR criteria:

II. Specific objectives for improvement:

III. Plan for self-improvement (activities and timeline):

IV. District plan to assist principal to improve performance (activities and timeline):

V. Criteria for measurement of progress:

VI. Date outcome of plan is to be evaluated:

Principal's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: <

Janeth Bedford 2/28/2014

Teachers Union President Signature: Date:

Larry A. Jovic 2/28/2014

Administrative Union President Signature: Date:

Laura Anderson 2/28/2014

Board of Education President Signature: Date:

Paul Rudy 2/28/14