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

Commissioner of Education
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April 8, 2014

Revised

Laura Dutton, Superintendent
Poland Central School District
74 Cold Brook Street
Poland, NY 13431

Dear Superintendent Dutton:

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: Mark Vivacqua

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 Monday, January 13, 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 : 211103040000

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

211103040000

1.2) School District Name: POLAND CSD

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

POLAND CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Tuesday, April 08, 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	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the individual student's growth target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band

	chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the determined individual student's growth target; 91-100 percent of students meet the determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the determined individual student's growth target; 77-90 percent of students meet the determined growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the determined individual student's growth target; 65-76 percent of students meet the determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the determined individual student's growth target for the SLO; 0-64 percent of students meet the determined growth target for the SLO.

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the individual student's growth target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the determined individual student's growth target; 91-100 percent of students meet the determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the determined individual student's growth target; 77-90 percent of students meet the determined growth target for the SLO.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the determined individual student's growth target; 65-76 percent of students meet the determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the determined individual student's growth target for the SLO; 0-64 percent of students meet the determined growth target for the SLO.

2.4) Grades 6-8 Science

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

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

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the individual student's growth target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. Grades 6 & 7 will use a school-wide measure based on the percentage of students who meet their targets on the NYS science assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the determined individual student's growth target; 91-100 percent of students meet the determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the determined individual student's growth target; 77-90 percent of students meet the determined growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the determined individual student's growth target; 65-76 percent of students meet the determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the determined individual student's growth target for the SLO; 0-64 percent of students meet the determined

	growth target for the SLO.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Common branch
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES-developed Regional Assessment Social Studies 7
8	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES-developed Regional Assessment Social Studies 8

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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the individual student's growth target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the determined individual student's growth target; 91-100 percent of students meet the determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the determined individual student's growth target; 77-90 percent of students meet the determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the determined individual student's growth target; 65-76 percent of students meet the determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the determined individual student's growth target for the SLO; 0-64 percent of students meet the determined growth target for the SLO.

2.6) High School Social Studies Regents Courses

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

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

	Assessment

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

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

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

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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the individual student's growth target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. Global 1 will use a school-wide measure based on the percentage of students who meet their targets on the NYS Global History Regents Assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the determined individual student's growth target; 91-100 percent of students meet the determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the determined individual student's growth target; 77-90 percent of students meet the determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the determined individual student's growth target; 65-76 percent of students meet the determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the determined individual student's growth target for the SLO; 0-64 percent of students meet the determined growth target for the SLO.

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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the individual student's growth target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the determined individual student's growth target; 91-100 percent of students meet the determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the determined individual student's growth target; 77-90 percent of students meet the determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the determined individual student's growth target; 65-76 percent of students meet the determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the determined individual student's growth target for the SLO; 0-64 percent of students meet the determined growth target for the SLO.

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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the individual student's growth target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. Students in common core courses will have an opportunity to take both the NYS integrated algebra regents and common core algebra assessment. Teachers will use the higher of the two assessment scores in common core courses.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the determined individual student's growth target; 91-100 percent of students meet the determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the determined individual student's growth target; 77-90 percent of students meet the determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the determined individual student's growth target; 65-76 percent of students meet the determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the determined individual student's growth target for the SLO; 0-64 percent of students meet the determined growth target for the SLO.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents / Common Core English Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents /Common Core English Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents /Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the individual student's growth target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. The opportunity to take either the Comprehensive English Regents or the Common Core English Regents Assessment or both will be given to students in a common core course. Teachers will use the higher of the two for the course. Grades 9 and 10 will use a school-wide measure based on the percentage of students meeting or exceeding their individual growth targets on the English Regents in grade 11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the determined individual student's growth target; 91-100 percent of students meet the determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the determined individual student's growth target; 77-90 percent of students meet the determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the determined individual student's growth target; 65-76 percent of students meet the determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the determined individual student's growth target for the SLO; 0-64 percent of students meet the determined growth target for the SLO.

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
	CollegeNow English	District, Regional or BOCES-developed	Poland CSD-Developed College Now Final Examination in English
	CollegeNow Statistics	District, Regional or BOCES-developed	Poland CSD-Developed College Now inS tatistics
	CollegeNow PreCalculus	District, Regional or BOCES-developed	Poland CSD-Developed College Now in PreCalculus
	Home & Careers 7	District, Regional or BOCES-developed	HFHO / Oswego BOCES-developed Home & Careers 7 Assessment
	Physical Education (PE) 5-8	District, Regional or BOCES-developed	Poland CSD-Developed Fitness Exam for Grades 5-8
	Physical Education (PE) 9-12	District, Regional or BOCES-developed	Poland CSD-Developed Fitness Exam for Grades 9-12

	High School Health	District, Regional or BOCES-developed	HFHO / Oswego BOCES-developed Health 9-12 Assessment
	French 7	District, Regional or BOCES-developed	HFHO / Oswego BOCES-developed Assessment in French 7
	French 8	District, Regional or BOCES-developed	HFHO / Oswego BOCES-developed Assessment in French 8
	Spanish 7	District, Regional or BOCES-developed	HFHO / Oswego BOCES-developed Assessment in Spanish 7
	Spanish 8	District, Regional or BOCES-developed	HFHO / Oswego BOCES-developed Assessment in Spanish 8
	General Music K, 1	School/BOCES-wide/group/team results based on State	NYS Grade 3 ELA State Assessment
	General Music 2	School/BOCES-wide/group/team results based on State	NYS Grade 3 ELA State Assessment
	General Music 3-8	School/BOCES-wide/group/team results based on State	NYS Grade Level Specific ELA Assessment
	Performance Music 4-8	School/BOCES-wide/group/team results based on State	NYS Grade Level Specific ELA Assessment
	Performance Music 9-12	School/BOCES-wide/group/team results based on State	NYS Comprehensive /Common Core English Regents Assessment
	Art K-2	School/BOCES-wide/group/team results based on State	NYS Grade 3 ELA State Assessment
	Art 3-8	School/BOCES-wide/group/team results based on State	NYS Grade Level Specific ELA Assessment
	Art 9-12	School/BOCES-wide/group/team results based on State	NYS Comprehensive /Common Core English Regents Assessment
	Technology 8	District, Regional or BOCES-developed	HFHO / Oswego BOCES-developed Assessment in Technology 8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the individual student's growth target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. HEDI points will be assigned by the percentage of students in the teacher's class who meet or exceed their individual growth target. For those courses using a school-wide measure, HEDI points will be assigned by the percentage of students in the building meeting or exceeding their individual growth targets on the corresponding State assessments. These individual targets will be set as per the process indicated above. The opportunity to take both the Integrated and Common Core Algebra I Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments will be given to students in a common core course. Teachers will use the higher of the two assessment scores.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the determined individual student's growth target; 91-100 percent of students meet the determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the determined individual student's growth target; 77-90 percent of students meet the determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the determined individual student's growth target; 65-76 percent of students meet the determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the determined individual student's growth target for the SLO; 0-64 percent of students meet the determined growth target for the SLO.

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/12186/909783-avH4IQNZMh/2.10 Attachment for All other Courses Edit.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/12186/909783-TXEtxx9bQW/POLAND Section 2.3 to add for 2.11_1.doc

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.

NONE

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)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment

4	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
5	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
6	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
7	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents 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.	>The district will set a building-wide achievement target for state assessments. The teacher will receive points based on the percentage of students school-wide meeting that target. HEDI points will be awarded out o 20 points when there in no value-added model and out of 15 points when there is value-added model in place. Students in common core courses will have an opportunity to take both the Integrated and Common Core Algebra 1 Regents and the NYS Comprehensive English Regents and Common Core English Regents Assessment. Teachers will use the higher of the two assessment scores. (Refer to upload in Section 3.3).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	*The work of the teacher results in student academic achievement that exceeds the determined achievement target; see attached chart in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; see attached chart in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; see attached chart in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; see attached chart in 3.3

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	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
5	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
6	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
7	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents 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.	>The district will set a building-wide achievement target for state assessments. The teacher will receive points based on the percentage of students school-wide meeting that target. HEDI points will be awarded out o 20 points when there in no value-added model and out of 15 points when there is value-added model in place. Students in common core courses will have an opportunity to take both the Integrated and Common Core Algebra 1 Regents and the NYS Comprehensive English Regents and Common Core English Regents Assessment. Teachers will use the higher of the two assessment scores. (Refer to upload in Section 3.3).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; see attached chart in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; see attached chart in 3.3

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; see attached chart in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; see attached chart in 3.3

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/12149/909784-rhJdBgDruP/edited 3.3 2014.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	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
1	6(ii) School-wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
2	6(ii) School-wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
3	6(ii) School-wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The District will set a building-wide achievement target for state assessments. The teacher will receive points HEDI based on the

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	percentage of students school-wide meeting that target. Students in Common Core courses will have an opportunity to take both the Integrated and Common Core Algebra Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; 91-100 percent of students meet the school- determined achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; 77-90 percent of students meet the school-determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 65-76 percent of students meet the school-determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 0-64 percent of students meet the school-determined achievement target.

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	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
1	6(ii) School-wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
2	6(ii) School-wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
3	6(ii) School-wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents 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.	The District will set a building-wide achievement target for state assessments. The teacher will receive points HEDI based on the percentage of students school-wide meeting that target. Students in Common Core courses will have an opportunity to take both the Integrated and Common Core Algebra Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; 91-100 percent of students meet the school- determined achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; 77-90 percent of students meet the school-determined achievement target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 65-76 percent of students meet the school-determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 0-64 percent of students meet the school-determined achievement target.

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	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
7	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents 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	The District will set a building-wide achievement target for state assessments. The teacher will receive points HEDI based on the percentage of students school-wide meeting that target. Students

3.13, below.	in Common Core courses will have an opportunity to take both the Integrated and Common Core Algebra Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; 91-100 percent of students meet the school- determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; 77-90 percent of students meet the school-determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 65-76 percent of students meet the school-determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 0-64 percent of students meet the school-determined achievement target.

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	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
7	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	The District will set a building-wide achievement target for state assessments. The teacher will receive points HEDI based on the percentage of students school-wide meeting that target. Students

3.13, below.	in Common Core courses will have an opportunity to take both the Integrated and Common Core Algebra Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; 91-100 percent of students meet the school- determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; 77-90 percent of students meet the school-determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 65-76 percent of students meet the school-determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 0-64 percent of students meet the school-determined achievement target.

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	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
Global 2	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
American History	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will set a building-wide achievement target for state assessments. The teacher will receive points HEDI based on the percentage of students school-wide meeting that target. Students in Common Core courses will have an opportunity to take both the Integrated and Common Core Algebra Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; 91-100 percent of students meet the school- determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; 77-90 percent of students meet the school-determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 65-76 percent of students meet the school-determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 0-64 percent of students meet the school-determined achievement target.

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	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
Earth Science	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
Chemistry	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
Physics	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will set a building-wide achievement target for state assessments. The teacher will receive points HEDI based on the percentage of students school-wide meeting that target. Students in Common Core courses will have an opportunity to take both the Integrated and Common Core Algebra Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; 91-100 percent of students meet the school- determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; 77-90 percent of students meet the school-determined achievement target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 65-76 percent of students meet the school-determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 0-64 percent of students meet the school-determined achievement target.

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	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
Geometry	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will set a building-wide achievement target for state assessments. The teacher will receive points HEDI based on the percentage of students school-wide meeting that target. Students in Common Core courses will have an opportunity to take both the Integrated and Common Core Algebra Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; 91-100 percent of students meet the school- determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; 77-90 percent of students meet the school-determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 65-76 percent of students meet the school-determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 0-64 percent of students meet the school-determined achievement target.

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	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US

		History and Government, Comprehensive English and Common Core English Regents Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will set a building-wide achievement target for state assessments. The teacher will receive points HEDI based on the percentage of students school-wide meeting that target. Students in Common Core courses will have an opportunity to take both the Integrated and Common Core Algebra Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; 91-100 percent of students meet the school- determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; 77-90 percent of students meet the school-determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 65-76 percent of students meet the school-determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 0-64 percent of students meet the school-determined achievement target.

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
	College Now English	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global

			History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	CollegeNow Statistics	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	CollegeNow PreCalculus	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Home and Careers 7	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Physical Education (PE) 5-8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Physical Education (PE) 9-12	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	High School Health	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	French 7	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	French 8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Spanish 7	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Spanish 8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	General Music K-1	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global

			History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	General Music 2	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	General Music 3-8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Performance Music 4-8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Performance Music 9-12	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Art K-1	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Art 3-8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Art 9-12	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment
	Technology 8	6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography,US History and Government, Comprehensive English and Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will set a building-wide achievement target for state assessments. The teacher will receive points HEDI based on the percentage of students school-wide meeting that target. Students in Common Core courses will have an opportunity to take both the Integrated and Common Core Algebra Regents Assessments, and both the Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the determined achievement target; 91-100 percent of students meet the school- determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in The work of the teacher results in student academic achievement that exceeds the determined achievement target; 77-90 percent of students meet the school-determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 65-76 percent of students meet the school-determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the determined achievement target; 0-64 percent of students meet the school-determined achievement target.

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)

assets/survey-uploads/12149/909784-Rp0Ol6pk1T/SECTION 3.12 All Other Courses edit_1.doc

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/12149/909784-y92vNseFa4/HEDI SCORING BAND FOR TEACHERS 1.13 edited_1.doc

3.14) Locally Developed Controls

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

NONE

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.

Single district goal identified does not require explanation of process.

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 Tuesday, April 08, 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.)

4.1) Teacher Practice Rubric | Rubric	NYSUT Teacher Practice Rubric

Second Rubric, if applicable	Not Applicable

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	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.

Within the NYSUT Rubric there are 97 possible response indicators across Elements I.1 to VII.4. ALL OBSERVED INDICATORS WILL BE SCORED 1-4. Every Ineffective box that is scored is valued at 1 point Every Developing box that is scored is valued at 2 points Every Effective box that is scored is valued at 3 points Every Highly Effective box that is scored is valued at 4 points -A total will be obtained with simple addition. If no rating is received within a box, the total possible response indicators across Elements I.1 to VII .4 will be adjusted. ALL OBSERVABLE INDICATORS WILL BE RATED. -Simple division will be used to calculate a score for

the observation. For example, if every component is scored and the teacher receives a sum of 290, the conversion chart math of 290/97 will be done. This would be rounded to 3.0. The TWO OBSERVATION SCORES WILL BE AVERAGED TOGETHER FOR AN OBSERVATION TOTAL. -THE AVERAGE OF THE TWO OBSERVATIONS WILL BE APPLIED TO the conversion chart. We understand the final score must be a whole number. The 1-4 average rubric scores on the uploaded conversion chart are the minimum necessary to earn each corresponding 0-60 HEDI point.

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/12179/909785-eka9yMJ855/NYSUT RUBRIC CONVERSION SCALE FOR POLAND CSD 2012.2.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Highly Effective range, 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Effective range, 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within meets the district determined Developing range, 41-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Ineffective range, 0-40.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	41-56
Ineffective	0-40

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	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Monday, January 13, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	41-56
Ineffective	0-40

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

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

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

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

6. Additional Requirements - Teachers

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Updated Monday, March 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/12193/909787-Df0w3Xx5v6/Section 6.2 TIP.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

TEACHER APPEAL PROCEDURES
Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the

issuance and implementation of improvement plans for teachers whose performance is assessed as either Developing or Ineffective.

Any teacher improvement plan will be developed through meaningful collaboration between teacher and administrator. Any teacher placed on an improvement plan will be advised that they have the right to union representation. A teacher improvement plan may be appealed.

The appeal procedure detailed here addresses a teacher's due process rights while ensuring that appeals are resolved in an expeditious manner.

SUBJECT OF APPEAL
Appeals of annual professional performance reviews are limited to those that rate a teacher as "developing" or "ineffective" only. Any issuance of a teacher improvement plan may be appealed.

SCOPE OF APPEAL
Appeal procedures under Education Law §3012-c is limited in scope to the following subjects:
(1) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
(2) the adherence to the Commissioner's regulations, as applicable to such reviews;
(3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
(4) the District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.

The APPR rating(s) of the PCSD staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan is not admissible as a basis for a teacher to appeal his or her own evaluation.

If a teacher is filing an appeal based on an alleged failure to implement a plan, the time frame for an appeal must be within 15 days of the receipt of the alleged failure to implement a plan.

PROHIBITION AGAINST MORE THAN ONE APPEAL
A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF
In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

LEVEL 1 Appeal

A Level 1 Appeal is submitted to the District principal who issued the performance review or was or is responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan.

All appeals must be submitted in writing no later than fifteen (15) calendar days of the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with fifteen (15) calendar days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Within fifteen (15) calendar days of receipt of an appeal, the District principal who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the District, and any and all additional information submitted with the response, at the same time the District files its response.

LEVEL 2 Appeal (Final)

Within five (5) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response the teacher may submit an appeal to the district superintendent of schools. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and additional documentary evidence submitted with such papers.

In such cases where the superintendent has been the evaluator, the parties will agree to an alternative method of appeal.

A written decision on the merits of the appeal shall be rendered no later than fifteen (15) calendar days from the date upon which the teacher filed his or her Level 2 appeal. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the district superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

EXCLUSIVITY OF §3012-c APPEAL PROCEDURE
The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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

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

Lead evaluators and evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES, who is also the HFHO BOCES Network Team Leader. In partnership with other members of the Staff/Curriculum Development Network (SCDN) across the state, the Network Team Leader turnkeys and augments the training provided by NYSED at the Network Team Institutes on all nine elements mandated by Regents Rules Section 30-2.9(b) over the course of the current school year. All lead evaluators and evaluators will certify and re-certify using the process modeled by NYSED and approved by the Poland CSD Board of Education. Inter-rater
reliability training will be provided on an annual basis.

Initial certification requires five days of training. Re-certification requires 2 days of training.

Lead evaluators will be certified by the Board of Education upon evidence that they have completed their training.

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 Monday, January 13, 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):

PK-12
(No response)
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

List of State-approved 3rd party assessments

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Tuesday, April 08, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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 growoth 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
	PK-12	(d) measures used by district for teacher evaluation	NYS 5 Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography, US History and Government, Comprehensive English and Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	^The district will set a building-wide achievement target for state assessments. The principal will receive points based on the percentage of students school-wide meeting that target. HEDI points will be awarded out o 20 points when there in no value-added model and out of 15 points when there is value-added model in place. Students in common core courses will have an opportunity to take both the NYS Integrated Algebra and NYS Common Core Algebra Regents and the NYS

	Comprehensive and Common Core Regents assessments. The higher of the two assessment scores will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached upload.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached upload.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached upload.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached upload.

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/12190/909789-qBFVOWF7fC/Bands for 8.1_1.doc

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

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

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

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

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

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

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

Language Learners in Grades 4-8

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	N/A		N/A

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None.

8.4) Principals with More Than One Locally Selected Measure

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

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 Monday, February 24, 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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.

See attached document.

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/12205/909790-pMADJ4gk6R/Section 9.7 MULTI-D RUBRIC CONVERSION SCALE FOR POLAND CSD.doc

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.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined Highly Effective achievement target range, 59-60.
Effective: Overall performance and results meet standards.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined Effective achievement target range, 57-58.
Developing: Overall performance and results need improvement in order to meet standards.	The work of the principal results in achievement of the ISLLC Standards falls within meets the district determined Developing achievement target range, 41-56.

Ineffective: Overall performance and results do not meet standards.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined Ineffective achievement target range, 0-40.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	41-56
Ineffective	0-40

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Monday, January 13, 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	41-56
Ineffective	0-40

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 Monday, March 24, 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/12168/909792-Df0w3Xx5v6/Section 11.2 Poland PIP.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The Principal APPR Appeal Process is available to tenured principals receiving a rating of ineffective or developing. An appeal may be brought on the grounds permitted by Education Law 3012-c.

CHALLENGES IN AN APPEAL:
Appeals are limited to those identified by Education Law §3012-c, as follows:
(1) The substance of the annual professional performance review;
(2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
(3) The adherence to Commissioner's Regulations, as applicable to such reviews;
(4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
(5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:
Appeals of annual professional performance reviews may be brought for ineffective or developing. An appeal may only be initiated once a principal receives the overall composite score and rating.
PROHIBITION AGAINST MORE THAN ONE APPEAL:
A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF:
The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.
TIME FRAME FOR FILING APPEAL:
All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

LEVEL 1 Appeal

A Level 1 Appeal is submitted to the superintendent who issued the performance review or was or is responsible for either the issuance and/or implementation of the terms of the principal's improvement plan.

All appeals must be submitted in writing no later than fifteen (15) school days of the date when the principal receives his or her annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be submitted to the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

If a principal is filing an appeal based on an alleged failure to implement a plan, the time frame for an appeal must be within 15 days of the receipt of the alleged failure to implement a plan.

Within ten (10) school days of receipt of an appeal, the superintendent who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the superintendent's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the superintendent, and any and all additional information submitted with the response, at the same time the superintendent files his/her response.

LEVEL 2 Appeal (Final)

Within ten (10) school days of receipt of the Level 1 response, if a principal is not satisfied with such response the principal may submit an appeal to the BOCES District Superintendent. The appeal shall be based on a written record, comprised of the principal's

appeal papers and any documentary evidence accompanying the appeal, as well as the superintendent's response to the appeal and additional documentary evidence submitted with such papers. The principal may submit additional supportive evidence about the challenges with the appeal. Both the evaluator and the principal will have an opportunity to meet with the District Superintendent with representation.

A written decision on the merits of the appeal shall be rendered from the BOCES District Superintendent no later than fifteen (15) school days from the date upon which the principal filed his or her Level 2 appeal. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE:
This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

OTHER:
In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) school day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) school days in which to file a notice of appeal does not waive her/his right to file an appeal.

All appeals must be submitted in writing to the evaluator no later than fifteen (15) school days of the date when the principal receives his or her annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Within ten (10) school days of receipt of an appeal, the superintendent who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal.

An administrator may appeal the superintendent's final decision to the BOCES District Superintendent no later than 10 calendar days from the receipt of the superintendent's written response. The BOCES District Superintendent will render a decision in writing no later than 15 days from the date the administrator filed the appeal. The BOCES District Superintendent's decision will be final.

The appeals shall go no longer than 50 days.

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

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

The Superintendent will certify and re-certify lead evaluators upon receipt of evidence that they have completed their required training.

Principal evaluators and lead evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES, who is also the HFHO BOCES Network Team Leader. In partnership with other members of the Staff/Curriculum Development Network (SCDN) across the state, the Network Team Leader turnkeys and augments the training provided by NYSED at the Network Team Institutes on all nine elements mandated by Regents Rules Section 30-2.9 (b) over the course of the current school year. All principal evaluators will certify and re-certify using the process modeled by NYSED over the current school year and approved by the Poland CSD Board
of Education. Inter-rater reliability training will be conducted on an annual basis.

Initial certification requires five days of training. Re-certification requires two days of training.

The lead evaluators will be certified by the Board of Education upon evidence that they have completed their training.

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 08, 2014

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1185455-3Uqgn5g9Iu/4.8.14 Cert.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 **ADDITIONAL LISTING FOR POLAND CSD**

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
	College Now Psychology	State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Poland CSD-Developed HCCC Final Examination in Psychology
	College Now Oceanography	State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Poland CSD-Developed HCCC Final Examination in Oceanography

	Course(s) or Subject(s)	Option	Assessment
	General Math	State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed	NYS Integrated and Common Core Algebra 1 Regents.

		● School/BOCES-wide/group/team results based on State	
	General English	State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ● School/BOCES-wide/group/team results based on State	NYS Comprehensive and Common Core English Regents Assessments
	General Social Studies	State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ● School/BOCES-wide/group/team results based on State	NYS US History Regents
	General Science	State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ● School/BOCES-wide/group/team results based on State	NYS Chemistry Regents
	Economics	State Assessment State-approved 3rd party assessment ● District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	HFHO/Oswego BOCES Developed Economics Assessment

HOW ALL 20 POINTS ARE AVAILABLE FOR STUDENT PERFORMANCE ON A STUDENT LEARNING OBJECTIVE

HEDI Scoring State Labels State Points	Student Performance And The HEDI Points And Rating																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
NS % Of Students Meeting The Target (goal) of The SLO	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 - 97 %	96 - 94 %	93 - 91 %	90 - 88 %	87 - 86 %	85 - 83 %	82 %	81 %	80 %	79 %	78 %	77 %	76 - 75 %	74 - 73 %	72 - 71 %	70 - 69 %	68 - 67 %	66 - 65 %	64 - 57 %	56 - 46 %	45 - 0 %

HOW 15 POINTS ARE AVAILABLE FOR LOCALLY SELECTED GOAL

Section 3.3 for submission

HEDI Scoring State Labels State Points NS % Of Students Meeting the Target (goal)	Student Performance And The HEDI Points And Rating															
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 - 96 %	95 - 91 %	90 - 88 %	87 - 86 %	85 - 83 %	82 %	81 - 79 %	78 - 75 %	74 %	73 %	72 - 71 %	70 - 67 %	66 - 65 %	64 - 57 %	56 - 46 %	45 - 0 %

HEDI SCORING BAND FOR TEACHERS
POLAND CENTRAL SCHOOL DISTRICT

20 % Locally-Selected Measure

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	91-93	88-90	86-87	83-85	82	81	80	79	78	77	75-76	73-74	71-72	69-70	67-68	65-66	57-64	46-56	0-45

Form 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 an attachment.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	College Now Psychology	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure ● 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography, US History and Government, Comprehensive English and Common Core English Regents Assessment

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	College Now Oceanography	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography, US History and Government, Comprehensive English and Common Core English Regents Assessment.

		● 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	General Math	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure ● 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography, US History and Government, Comprehensive English and Common Core English Regents Assessment
	General English	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure ● 6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography, US History and Government, Comprehensive English and Common Core English Regents Assessment

		○ 7) Student Learning Objectives	

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	General Social Studies	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure ● 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography, US History and Government, Comprehensive English and Common Core English Regents Assessment
	General Science	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure ● 6(ii) School wide measure computed locally	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography, US History and Government, Comprehensive English and Common Core English Regents Assessment

		○ 7) Student Learning Objectives	
	Economics and Participation in Government	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure ● 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	5 NYS Regents Exams: Living Environment, Integrated Algebra and Common Core Algebra Regents, Global History and Geography, US History and Government, Comprehensive English and Common Core English Regents Assessment

HEDI SCORING BAND FOR TEACHERS
POLAND CENTRAL SCHOOL DISTRICT

20 % Locally-Selected Measure

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	91-93	88-90	86-87	83-85	82	81	80	79	78	77	75-76	73-74	71-72	69-70	67-68	65-66	57-64	46-56	0-45

NYSUT RUBRIC CONVERSION SCALE FOR POLAND CSD for Task 4.5

HEDI Level	Overall Rubric Average Score	Point Distribution for Composite
Ineffective	1.0-1.4	0-40
Developing	1.5-2.4	41-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4.0	59-60

NYSUT RUBRIC SCORE TO SUB-COMPONENT CONVERSION CHART

Ineffective 0 – 40		
1.0		0
1.1		10
1.2		20
1.3		30
1.4		40.0
Developing 41 – 56		
1.5		41.0
1.6		42.6
1.7		44.2
1.8		45.8
1.9		47.5
2.0		49.2
2.1		50.9
2.2		52.6
2.3		54.3
2.4		56.0
Effective 57 – 58		
2.5		57.0
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58.0
Highly Effective 59 - 60		
3.5		
3.6		
3.7		
3.8		
3.9		
4.0		60.25 (round to 60)

Note: Rounding from the will follow the rule that 5 and higher in the hundreth's place rounds upward; 4 and lower in the hundreth's place keeps that tenths place the same.

EXPLANATION TO ACCOMPANY
NYSUT RUBRIC SCORE TO SUB-COMPONENT CONVERSION CHART

Within the NYSUT Rubric there are 97 possible response indicators across Elements I.1 to VII.4.

Every Ineffective box that is scored is valued at 1 point
Every Developing box that is scored is valued at 2 points
Every Effective box that is scored is valued at 3 points
Every Highly Effective box that is scored is valued at 4 points

A total will be obtained with simple addition. If no rating is received within a box, the total possible response indicators across Elements I.1 to VII .4 will be adjusted.

Simple division will be used to calculate a score for the observation.
For example, if every component is scored and the teacher receives a sum of 291, the conversion chart math of 290/97 will be done. This equals 2.9896907… This would be rounded to 3.0.

Now, using the conversion chart, the teacher would receive the corresponding number for 3.0. or a 57.5.

Teacher Improvement Plan

Teacher Name **Date**

It has been determined that (Teacher) is a **Teacher in Need of Improvement.** This determination was based on the NYS Teaching Standards as per the HFHO BOCES Annual Professional Performance Review approved by the BOE on (Date).

An improvement plan defines specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas. The plan should clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher or teacher must produce that can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan should be described, and could include items such as lessons plans and supporting materials, including student work.

The supervisor should clearly state in the plan the additional support and assistance that the educator will receive. The teacher should meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher. Any teacher improvement plan based upon the prior year's evaluation shall be in place no later than ten school days from the opening of classes in the school year following the performance year.

(Teacher's) performance has been deemed (Developing, Ineffective) in the NYS Standard(s) _____, specifically in the elements _____**.**

It is expected that (Teacher) advance to a minimum level of EFFECTIVE in these identified areas over the school year. In order to help facilitate this growth, (Teacher) will be afforded additional resources and opportunities to attend professional development activities relevant to the identified teaching gaps, particularly in the area(s) of _____.

(Teacher's) improvement plan will require a minimum of three (3) formal pre-conference observations, post-conference cycles before June 30 of the school year. A mid-year conference will take place to discuss progress and any revised time-lines. In addition, (Teacher) is to (list any other requirements, i.e. turn in weekly lesson plans for the following week to an administrator)**. (**Resources such as lesson plan templates, websites, books) will be provided. The summative evaluation will reflect the pre-determined acceptable measured growth identified in the action plan.

One of the following recommendations will be made upon the review of (Teacher's) Summative Evaluation:

- (Teacher) has met a composite score of 75, per 3012C, thus the concern is resolved.
- (Teacher) has not met a composite score of 75, per 3012C, thus (Teacher) remains in this "Assistance Phase" with revised goals and new time lines.
- (Teacher) has not met a composite score of 75, per 3012C, for two consecutive years, thus the concern is not resolved and (Teacher) may be moved toward a 3020-a process.

Teacher Improvement Plan

Employee Name:

Start date:

Review Date:

Projected Completion Date:

Areas in need of improvement:

Plan for success and timelines for support:

Measurable outcomes to be evaluated:

Review of Progress:

(List Dates)

Date:

_____	_____	_____
Teacher Signature	Date Initiated	Conference Date
_____	_____	_____
Administrator Signature	Date Initiated	Conference Date

Cc: Personnel File
APT President

HOW 15 and 20 POINTS ARE AVAILABLE

HEDI Scoring State Labels State Points NS % Of Students Meeting the Target (goal)	Student Performance And The HEDI Points And Rating															
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 - 96 %	95 - 91 %	90 - 88 %	87 - 86 %	85 - 83 %	82 %	81 - 79 %	78 - 75 %	74 %	73 %	72 - 71 %	70 - 67 %	66 - 65 %	64 - 57 %	56 - 46 %	45 - 0 %

HEDI SCORING BAND
POLAND CENTRAL SCHOOL DISTRICT

20 % Growth Measure and Locally-Selected Measure

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	91-93	88-90	86-87	83-85	82	81	80	79	78	77	75-76	73-74	71-72	69-70	67-68	65-66	57-64	46-56	0-45

MULTI-DIMENSIONAL RUBRIC CONVERSION SCALE FOR POLAND CSD

HEDI Level	Overall Rubric Average Score	Point Distribution for Composite
Ineffective	1.0-1.4	0-40
Developing	1.5-2.4	41-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4.0	59-60

Every observable indicator in each of the 6 domains will be scored on a 1-4 scale as indicated in the attachment. They will then be averaged together to get a total rubric score. This will be done for each observation, and the resulting rubric scores will be averaged together, then converted to the 0-60 scale provided in the attachment. We understand that the final composite score must be a whole number.

TO SUB-COMPONENT CONVERSION CHART

Ineffective 0 – 40		
1.0		0
1.1		10
1.2		20
1.3		30
1.4		40.0
Developing 41 – 56		
1.5		41.0
1.6		42.6
1.7		44.2
1.8		45.8
1.9		47.5
2.0		49.2
2.1		50.9
2.2		52.6
2.3		54.3
2.4		56.0
Effective 57 – 58		
2.5		57.0
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58.0

Highly Effective 59 - 60		
3.5		59.0
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60.0
4.0		60.25 (round to 60)

Note: Rounding from the will follow the rule that 5 and higher in the hundreth's place rounds upward; 4 and lower in the hundreth's place keeps that tenths place the same.

EXPLANATION TO ACCOMPANY MULTI-DIMENSIONAL RUBRIC SCORE CONVERSION CHART

Every Ineffective box that is scored is valued at 1 point
Every Developing box that is scored is valued at 2 points
Every Effective box that is scored is valued at 3 points
Every Highly Effective box that is scored is valued at 4 points

Two observations will be completed. You will receive general feedback from your evaluator in a post-conference setting.

For the observations to be merged/averaged see the *EXAMPLE* below. Observation 1 may have been unannounced and may have occurred early in the school year:

Assessment of Principal Effectiveness Standard	Observation 1	Observation 2
I Shared Vision of Learning	3 pts earned in 1 indicator	4 pts earned in 1 indicators
II School Culture and Instructional Program	4 pts earned in 1 indicators	2 pts earned in 1 indicators
III Safe, Efficient, Effective, Learning Environment	3 pts earned in 1 indicators	3 pts earned in 1 indicators
IV Learning Community	0 pts earned in 0 indicators	0 pts earned in 0 indicators
V Integrity, Fairness, Ethics	2 pts earned in 1 indicators	4 pts earned in 1 indicators
VI Polictical, Social, Economic, Legal and Cultural Context	0 pts earned in 0 indicators	3 pts earned in 1 indicators
	12 pts earned in 4 indicators	16 pts earned in 5 indicators
Subtotal of Observation and evidence column	12/4= 3	16/5= 3.2
Average the final scores	(3 + 3.2) / 2 = 3.1 (no rounding necessary)	
Total Score of Professional Practice Rating	57.6	

IMPROVEMENT PLAN

Poland Central School

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome statements.

3. Specific improvement action steps/activities.

4. A reasonable timeline for achieving improvement.

5. Required and accessible resources to achieve goal. The principal will be afforded resources and opportunities to attend professional development activities relevant to the identified gaps.

6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least three times during the year: the first between October 15 and October 31, the second between December 1 and December 15 and the third between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.

7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.

8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Poland Central School District
Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

October:

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: The superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

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:

Laura Dutton 4/8/14

Teachers Union President Signature: Date:

Donna Rookins 4/8/2014

Administrative Union President Signature: Date: 4/8/14

There is no administrative union at Poland CSD at this time.

Board of Education President Signature: Date:

Melissa Allen 4/8/2014