



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

Commissioner of Education  
President of the University of the State of New York  
89 Washington Ave., Room 111  
Albany, New York 12234

E-mail: [commissioner@mail.nysed.gov](mailto:commissioner@mail.nysed.gov)  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

January 4, 2013

Neil O'Brien, Superintendent  
Port Byron Central School District  
30 Maple Avenue  
Port Byron, NY 13140

Dear Superintendent O'Brien:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: William Speck

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

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Friday, December 21, 2012

---

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 051101040000

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

*051101040000*

#### 1.2) School District Name: PORT BYRON CSD

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

*PORT BYRON CSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Tuesday, May 15, 2012

Updated Friday, January 04, 2013

---

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The AIMSweb assessment will be administered to students in grades K-2 in the Fall and Spring. Individual
---	--

<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>student Fall raw score in ELA will be subtracted from Spring raw score; divide by 36 weeks; convert score to growth percentile rank (rate of improvement); sum all individual point values; divide by # of students; convert score to 0-20 points using the conversion chart uploaded below.</p> <p>For grades 3 AIMSWEB will be administered in the Fall. From this data, the principal in consultation with the teacher will develop the target score for the state test. After the state test is administered the percentage of students meeting the target will be determined.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>83-99% growth on AIMSweb. For grade 3, 86-100% of students will meet the Student Learning Objective.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>51-82% growth on AIMSweb. For grade 3, 76-85% of students will meet the Student Learning Objective.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>20-50% growth on AIMSweb. For grade 3, 66-75% of students will meet the Student Learning Objective.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>1-19% growth on AIMSweb. For grade 3, 0-65% of students will meet the Student Learning Objective.</p>

## 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	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The AIMSweb assessment will be administered to students in grades K-2 in the Fall and Spring. Individual student Fall raw score in ELA will be subtracted from Spring raw score; divide by 36 weeks; convert score to growth percentile rank (rate of improvement); sum all individual point values; divide by # of students; convert score to 0-20 points using the conversion chart uploaded below.</p> <p>For grades 3 AIMSWEB will be administered in the Fall. From this data, the principal in consultation with the</p>
--	---

	teacher will develop the target score for the state test. After the state test is administered the percentage of students meeting the target will be determined.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	83-99% growth on AIMSweb. For grade 3, 86-100% of students will meet the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-82% growth on AIMSweb. For grade 3, 76-85% of students will meet the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	20-50% growth on AIMSweb. For grade 3, 66-75% of students will meet the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	1-19% growth on AIMSweb. For grade 3, 0-65% of students will meet the Student Learning Objective.

## 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	Not applicable	NA
7	District, regional or BOCES-developed assessment	Port Byron Central School District developed seventh grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and BOCES priorities. All Student Learning Objectives shall include the following elements: Student population; learning content; interval of instructional time; Evidence; Baseline; Target and HEDI criteria; and Rationale. The Student Learning Objective process to be used shall consist of a pre-test administered at the beginning of the class (no later than the end of the 4th week of the course) and a final examination that will be administered at the end of the course. After the pre-test is administered and scored, a class average using those currently on the class roster will be calculated and the range of scores will be determined. From this baseline data, the Principal in consultation with the teacher will develop the target score. The target score
---	---

	shall be developed no later than the end of the 6th week of the course. After the final examination is administered and scored, the percentage of students meeting the target shall be determined.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students will meet the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	76-85% of students will meet the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	66-75% of students will meet the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-65% of students will meet the Student Learning Objective.

## 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	NA
7	District, regional or BOCES-developed assessment	Port Byron Central School District developed seventh grade social studies assessment
8	District, regional or BOCES-developed assessment	Port Byron Central School District developed eighth grade social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or semester, where applicable). It must be specific and measureable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and BOCES priorities. All Student Learning Objectives shall include the following elements: Student population; learning content; interval of instructional time; Evidence; Baseline; Target and HEDI criteria; and Rationale. The Student Learning Objective process to be used shall consist of a pre-test administered at the beginning of the class (no later than the end of the 4th week of the course) and a final examination that will be administered at the end of the course. After the pre-test is administered and scored, a class average using those currently on the class roster will be calculated and the range of scores will be determined. From this baseline data, the Principal in consultation with the teacher will develop the target score. The target score shall be developed no later than the end of the 6th week of the course. After the final examination is administered
---	--

	and scored, the percentage of students meeting the target shall be determined.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students will meet the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	76-85% of students will meet the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	66-75% of students will meet the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-65% of students will meet the Student Learning Objective.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Port Byron Central School District developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and BOCES priorities. All Student Learning Objectives shall include the following elements: Student population; learning content; interval of instructional time; Evidence; Baseline; Target and HEDI criteria; and Rationale. The Student Learning Objective process to be used shall consist of a pre-test administered at the beginning of the class (no later than the end of the 4th week of the course) and a final examination that will be administered at the end of the course. After the pre-test is administered and scored, a class average using those currently on the class roster will be calculated and the range of scores will be determined. From this baseline data, the Principal in consultation with
---	---

the teacher will develop the target score. The target score shall be developed no later than the end of the 6th week of the course. After the final examination is administered and scored, the percentage of students meeting the target shall be determined.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students will meet the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	76-85% of students will meet the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	66-75% of students will meet the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-65% of students will meet the Student Learning Objective.

## 2.7) High School Science Regents Courses

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

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

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

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

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

A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or semester, where applicable). It must be specific and measureable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and BOCES priorities. All Student Learning Objectives shall include the following elements: Student population; learning content; interval of instructional time; Evidence; Baseline; Target and HEDI criteria; and Rationale. The Student Learning Objective process to be used shall consist of a pre-test administered at the beginning of the class (no later than the end of the 4th week of the course) and a final examination that will be administered at the end of the course. After the pre-test is administered and scored, a class average using those currently on the class roster will be calculated and the range of scores will be determined. From this baseline data, the Principal in consultation with the teacher will develop the target score. The target score

shall be developed no later than the end of the 6th week of the course. After the final examination is administered and scored, the percentage of students meeting the target shall be determined.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students will meet the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	76-85% of students will meet the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	66-75% of students will meet the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-65% of students will meet the Student Learning Objective.

## 2.8) High School Math Regents Courses

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

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

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

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

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

A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and BOCES priorities. All Student Learning Objectives shall include the following elements: Student population; learning content; interval of instructional time; Evidence; Baseline; Target and HEDI criteria; and Rationale. The Student Learning Objective process to be used shall consist of a pre-test administered at the beginning of the class (no later than the end of the 4th week of the course) and a final examination that will be administered at the end of the course. After the pre-test is administered and scored, a class average using those currently on the class roster will be calculated and the range of scores will be determined. From this baseline data, the Principal in consultation with the teacher will develop the target score. The target score shall be developed no later than the end of the 6th week of the course. After the final examination is administered

	and scored, the percentage of students meeting the target shall be determined.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students will meet the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	76-85% of students will meet the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	66-75% of students will meet the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-65% of students will meet the Student Learning Objective.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Port Byron Central School District developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Port Byron Central School District developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Comprehensive Regents Examination

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and BOCES priorities. All Student Learning Objectives shall include the following elements: Student population; learning content; interval of instructional time; Evidence; Baseline; Target and HEDI criteria; and Rationale. The Student Learning Objective process to be used shall consist of a pre-test administered at the beginning of the class (no later than the end of the 4th week of the course) and a final examination that will be administered at the end of the course. After the pre-test is administered and scored, a class average using those currently on the class roster will be calculated and the range of scores will be determined. From this baseline data, the Principal in consultation with the teacher will develop the target score. The target score shall be developed no later than the end of the 6th week
---	--



From this baseline data, the Principal in consultation with the teacher will develop the target score. The target score shall be developed no later than the end of the 6th week of the course. After the final examination is administered and scored, the percentage of students meeting the target shall be determined.

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

86-100% of students will meet the Student Learning Objective.

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

76-85% of students will meet the Student Learning Objective.

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

66-75% of students will meet the Student Learning Objective.

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

0-65% of students will meet the Student Learning Objective.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/129867-TXEttx9bQW/SLO HEDI Chart Task 2-11v5.docx*

## 2.12) Locally Developed Controls

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

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

*(No response)*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Thursday, December 06, 2012

Updated Friday, January 04, 2013

---

#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	4) State-approved 3rd party assessments	AIMSweb
7	6(ii) School wide measure computed locally	New York State 7th and 8th grade ELA and Math Assessments

8	6(ii) School wide measure computed locally	New York State 7th and 8th grade ELA and Math Assessments
---	--	---

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The AIMSweb assessment will be administered to students in grades 4-6th in the Fall and Spring. Individual student fall raw score in ELA and/or Math will be subtracted from spring raw score; divide by 36 weeks; convert score to growth percentile rank (rate of improvement); sum all individual point values; divide by # of students and rounded to the nearest whole number; convert score to 0-20 points using the conversion chart uploaded below.</p> <p>In grades 7th and 8th a grade level goal will be based on the increase in percent of students proficient on the 7th and 8th grade NY State ELA and Math assessments. The percent increase will be rounded using standard rounding conventions and converted to a score from zero to twenty ( or zero to fifteen based on the implementation of value added model) based on the chart uploaded below.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.3

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	4) State-approved 3rd party assessments	AIMSweb

7	6(ii) School wide measure computed locally	New York State 7th and 8th grade ELA and Math Assessments
8	6(ii) School wide measure computed locally	New York State 7th and 8th grade ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The AIMSweb assessment will be administered to students in grades 4-6th in the Fall and Spring. Individual student fall raw score in ELA and/or Math will be subtracted from spring raw score; divide by 36 weeks; convert score to growth percentile rank (rate of improvement); sum all individual point values; divide by # of students and rounded to the nearest whole number; convert score to 0-20 points using the conversion chart uploaded below.</p> <p>In grades 7th and 8th a grade level goal will be based on the increase in percent of students proficient on the 7th and 8th grade NY State ELA and Math assessments. The percent increase will be rounded using standard rounding conventions and converted to a score from zero to twenty ( or zero to fifteen based on the implementation of value added model) based on the chart uploaded below. Rounding will not change a teachers' effectiveness rating.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 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/5139/268063-rhJdBgDruP/SLO chart teachers task 33v6.docx](#)

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

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

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

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

Measures based on:

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

BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(i) School-wide measure based on State-provided measure	Grade 4-6th NYS ELA and Math Assessments
1	6(i) School-wide measure based on State-provided measure	Grade 4-6th NYS ELA and Math Assessments
2	6(i) School-wide measure based on State-provided measure	Grade 4-6th NYS ELA and Math Assessments
3	4) State-approved 3rd party assessments	AIMSweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grades k-2 will receive the state provided growth score for A.A. Gates Elementary School.  The AIMSweb assessment will be administered to students in grade 3 in the Fall and Spring. Individual student fall raw score in ELA and/or Math will be subtracted from spring raw score; divide by 36 weeks; convert score to growth percentile rank (rate of improvement); sum all individual point values; divide by # of students and round to the nearest whole number; convert score to 0-20 points using the conversion chart uploaded below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(i) School-wide measure based on State-provided measure	Grade 4-6th NYS ELA and Math Assessments
1	6(i) School-wide measure based on State-provided measure	Grade 4-6th NYS ELA and Math Assessments
2	6(i) School-wide measure based on State-provided measure	Grade 4-6th NYS ELA and Math Assessments
3	4) State-approved 3rd party assessments	AIMSweb

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.	Teachers in grades k-2 will receive the state provided growth score for A.A. Gates Elementary School.  The AIMSweb assessment will be administered to students in grade 3 in the Fall and Spring. Individual student fall raw score in ELA and/or Math will be subtracted from spring raw score; divide by 36 weeks; convert score to growth percentile rank (rate of improvement); sum all individual point values; divide by # of students and round to the nearest whole number; convert score to 0-20 points using the conversion chart uploaded below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	6(ii) School wide measure computed locally	New York State 7th and 8th grade ELA and Math Assessments
8	6(ii) School wide measure computed locally	New York State 7th and 8th grade ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	In grades 7th and 8th a grade level goal will be based on the increase in percent of students proficient on the 7th and 8th grade NY State ELA and Math assessments. The percent increase will be rounded using standard rounding conventions and converted to a score from zero to twenty ( or zero to fifteen based on the implementation of value added model) based on the chart uploaded below. Rounding will not change a teachers' effectiveness rating.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	6(ii) School wide measure computed locally	New York State 7th and 8th grade ELA and Math Assessments
8	6(ii) School wide measure computed locally	New York State 7th and 8th grade ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	In grades 7th and 8th a grade level goal will be based on the increase in percent of students proficient on the 7th and 8th grade NY State ELA and Math assessments. The percent increase will be rounded using standard conventions of rounding and converted to a score from zero to twenty ( or zero to fifteen based on the implementation of value added model) based on the chart uploaded below. Rounding will not change a teachers' effectiveness rating.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra
Global 2	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra
American History	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra

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.	In grades 9-12 a group goal will be based on the increase in percent of students proficient on the Comprehensive English Regents Exam and the Integrated Algebra Regents Exam. The percent increase will be rounded using standard conventions of rounding and converted to a score from zero to twenty ( or zero to fifteen based on the implementation of value added model) based on the chart uploaded below. Rounding will not change a teachers' effectiveness rating.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra
Earth Science	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra
Chemistry	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra
Physics	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra

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	In grades 9-12 a group goal will be based on the increase in percent of students proficient on the Comprehensive
---	--

this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	English Regents Exam and the Integrated Algebra Regents Exam. The percent increase will be rounded using standard conventions of rounding and converted to a score from zero to twenty ( or zero to fifteen based on the implementation of value added model) based on the chart uploaded below. Rounding will not change a teachers' effectiveness rating.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart at 3.13

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra
Geometry	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra
Algebra 2	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	In grades 9-12 a group goal will be based on the increase in percent of students proficient on the Comprehensive English Regents Exam and the Integrated Algebra Regents Exam. The percent increase will be rounded using standard conventions of rounding and converted to a score from zero to twenty ( or zero to fifteen based on
---	---

the implementation of value added model) based on the chart uploaded below. Rounding will not change a teachers' effectiveness rating.

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

See uploaded chart at 3.13

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

See uploaded chart at 3.13

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

See uploaded chart at 3.13

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

See uploaded chart at 3.13

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra
Grade 10 ELA	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra
Grade 11 ELA	6(ii) School wide measure computed locally	Comprehensive ELA Regents Exam and Integrated Algebra

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

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

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

In grades 9-12 a group goal will be based on the increase in percent of students proficient on the Comprehensive English Regents Exam and the Integrated Algebra Regents Exam. The percent increase will be rounded using standard conventions of rounding and converted to a score from zero to twenty ( or zero to fifteen based on the implementation of value added model) based on the chart uploaded below. Rounding will not change a teachers' effectiveness rating.



the increase in percent of students proficient on the 7th and 8th grade NY State ELA and Math assessments. The percent increase will be converted to a score from zero to twenty ( or zero to fifteen based on the implementation of value added model) based on the chart uploaded below. Rounding will not change a teachers' effectiveness rating.

Teachers in grades k-6 will receive the state provided growth score for A.A. Gates Elementary School.

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

See uploaded chart at 3.13

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

See uploaded chart at 3.13

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

See uploaded chart at 3.13

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

See uploaded chart at 3.13

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/268063-y92vNseFa4/SLO chart teachers task 33v6.docx*

### 3.14) Locally Developed Controls

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

*(No response)*

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

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

*Not Applicable*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, December 06, 2012

Updated Thursday, January 03, 2013

---

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*Teachers shall be evaluated on each standard of the rubric annually. At the conclusion of the school year, evaluators shall score each indicator observed as follows:*

- Ineffective = 1*
- Developing = 2*
- Effective = 3*
- Highly Effective = 4*

*The scores for each observed indicator under each element shall be totaled and averaged. Indicators not observed will not be scored. This process shall be used for each element observed during the observation. The average score for each element shall be totaled and*

divided by the number of elements observed to calculate the score for that observation rounded to the nearest whole number.

The score for each observation will be totaled and divided by the number of the observations completed that year. This shall be the final observation score for the teacher. The teacher's final observation score shall be converted to a HEDI rating on sixty point scale for inclusion in the teacher composite score.

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

*assets/survey-uploads/5091/268217-eka9yMJ855/60 point conversion teachers.docx*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed NY State Teaching Standards. An average rubric score of 3.5 or greater will result in the assignment of 59 to 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meets NY State Teaching Standards. An average rubric score of 2.5 to 3.4 will result in the assignment of 57 to 58.8 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet NY State Teaching Standards. An average rubric score of 1.5 to 2.4 results in the assignment of 50 to 56.3 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet NY State Teaching Standards. An average rubric score of 1.0 1.4 will result in the assignment of 0 to 49 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 to 60
Effective	57 to 58.8
Developing	50 to 56.3
Ineffective	0 to 49

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	2
4.6) Observations of Probationary Teachers   Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	2
4.7) Observations of Tenured Teachers   Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, December 06, 2012

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59 to 60
Effective	57 to 58.8
Developing	50 to 56.3
Ineffective	0 to 49

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Thursday, December 06, 2012

Updated Thursday, January 03, 2013

---

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/268323-Df0w3Xx5v6/PB Teachers 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:

*The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.*

*The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's*

annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Any changes made will be in accordance with Education Law §3012-c.

A teacher who receives a rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed.

A teacher may appeal:

- i. The substance/rating of the Annual Professional Performance Review
- ii. The District's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations and this plan
- iii. The District's failure to comply with applicable locally negotiated procedures
- iv. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c and this plan.

A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Stage 1: All appeals must be submitted in writing to the evaluator no later than ten (10) school days of the date when the teacher receives his/her annual professional performance review, which must include the composite score. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed within ten (10) school days of issuance of such plan. The failure to file an appeal within this time frame shall be deemed a waiver of the right to appeal. The evaluator will inform the superintendent and the PBTA President that an appeal has been filed.

When filing the appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his/her end of year performance review, or all items referenced in subsection 2 above. Any information not submitted by this time shall not be considered. The end of the year performance review and/or improvement plan being challenged must also be submitted with the appeal.

Within ten (10) school days of the filing of an appeal, the evaluator, or his/her designee, 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, a meeting will take place between the evaluator and the teacher, to discuss the identified areas of disagreement and to attempt to come to a resolution of those issues. The teacher may have Union representation at this meeting if desired. The evaluator or designee shall bring to the meeting any source documents upon which he or she has used in developing the performance review that is being appealed. The failure, by the teacher, to meet with the evaluator within this time frame shall result in a waiver of the teacher's right to appeal that performance review. The failure of the evaluator or designee to meet within this time frame shall result in the performance review being null and void.

Stage 2: A teacher wishing to file a stage 2 appeal concerning a teacher performance review must file the appeal in writing to the office of the Superintendent of Schools no later than ten (10) school days following the date on which the teacher meets with the evaluator during the stage 1 appeal to discuss his/her concerns with the performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

A teacher will submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

A review panel consisting of the Superintendent of Schools, the President of the Port Byron Teachers' Association, an administrative team representative other than the assigned evaluator and another teacher chosen by the PBTA President will review statements from the evaluator and the appealing teacher within fifteen (15) school days from the date on which the appeal was filed. The decision will be rendered in writing no later than ten (10) school days of the review panel's meeting to review the appeal. In the event that a resolution can't be reached, the matter shall proceed to stage 3. The appeal must occur within ten (10) school days of the rendering of the review panel decision. The teacher bears the burden of proving by substantial evidence the merits of his/her appeal.

Stage 3: The Superintendent shall issue a written decision on the merits of the appeal no later than ten (10) school days from the date the appeal hearing ends. If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teacher's score and evaluation shall remain unchanged and the appeal process shall end. The

*Superintendent's decision shall be final and binding and may not be reviewed or appealed further.*

*The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.*

*Throughout the duration of an APPR appeal, no disciplinary action shall be taken against a tenured teacher, which is predicated upon ineffective performance for the school year which is the subject of the APPR appeal.*

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

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

*The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:*

*New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;*

*Evidence-based observation techniques that are grounded in research;*

*Application and use of the student growth percentile model and the value-added growth model;*

*Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;*

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

*Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers or principals;*

*Use of the Statewide Instructional Reporting System;*

*The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings; and*

*Specific considerations in evaluating teachers of English language learners and students with disabilities.*

*The Superintendent will ensure that lead evaluators participate in annual training including calibration for inter-rater reliability and are re-certified on an annual basis.*

*Lead evaluators will be trained by the Cayuga-Onondaga BOCES Network Team in accordance with the requirements of Education Law 3012-c. This regional evaluator training program directly reflects the materials, resources, and training that is provided by the New York State Education Department. Throughout the course of the ongoing training program, learning opportunities will be aligned to all nine training components required for certification.*

*The training program consists of two full days of initial training followed by a minimum of six half-day sessions throughout the first year. A minimum of three additional sessions will be offered each subsequent school year to maintain calibration and inter-rater reliability. Inter-rater reliability will be assessed through the training process as participants will be required to collect evidence, align the evidence to the rubric, and score sample teacher performance. Each evaluator will be required to maintain records verifying their participation in the training program. These records, along with a sampling of the evaluators work, will be used to certify and re-certify all evaluators.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, December 06, 2012

## Page 1

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

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

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

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

k-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	NA
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 setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, December 06, 2012

Updated Thursday, January 03, 2013

---

## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-6	(d) measures used by district for teacher evaluation	AIMSweb
7-12	(g) % achieving specific level on Regents or alternatives	All Regents Exams including: Integrated Algebra, Geometry, Algebra 2 with Trigonometry, Living Environment, Earth Science, Chemistry, Physics, Global History and Geography, Us History, Comprehensive English Regents

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 15 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. This plan developed shall include what approved assessment measures will be utilized, what expectations will be set and how points will be earned regarding achievement in relation to the targets. LATs will be consistent with established district goals. At the conclusion of the year, the LAT will be converted to a score out of twenty using the conversion chart uploaded below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% to 100% of students meet the local achievement target.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 87% of students meet the local achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	19% to 49% of students meet the local achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% to 18% of students meet the local achievement target.

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/5366/268255-qBFVOWF7fC/local measures principalsv2.docx](assets/survey-uploads/5366/268255-qBFVOWF7fC/local%20measures%20principalsv2.docx)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Thursday, December 06, 2012

Updated Thursday, January 03, 2013

---

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Marshall's Principal Evaluation Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

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

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

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

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*The remaining 60% of the composite effective score shall be based solely on principals observations. As part of the observation process principals are permitted to submit artifacts pertaining any element of the rubric for consideration by an administrator.*

*Observations shall be scored in a weighted manner. Indicators not observed will not be scored. At the end of the year the principal evaluator shall add up the total scores and divide by the number of indicators evaluated over the course of the school year and rounded to the nearest hundredths using standard rounding conventions. This weighted score between 1-4 shall then be converted to points earned on the HEDI scale according to the chart uploaded below.*

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/5143/268294-pMADJ4gk6R/60 points principalv2.docx*

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

Highly Effective: Overall performance and results exceed standards.	Overall Performance and results exceed ISLLC Standards. An average rubric score of 3.9 to 4.0 resulting in the assignment of 58-60 points.
Effective: Overall performance and results meet standards.	Overall Performance and results meet ISLLC Standards. An average rubric score of 3.0 to 3.85 resulting in the assignment of 40-57 points.
Developing: Overall performance and results need improvement in order to meet standards.	Overall Performance and results needs improvement in order to meet ISLLC Standards. An average rubric score of 2.0 to 2.95 resulting in the assignment of 20-39 points.
Ineffective: Overall performance and results do not meet standards.	Overall Performance and results do not meet ISLLC Standards. An average rubric score of 1-1.95 resulting in the assignment of 0-19 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	40-57
Developing	20-39
Ineffective	0-19

## 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 Thursday, December 06, 2012

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	58-60
Effective	40-57
Developing	20-39
Ineffective	0-19

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, December 06, 2012

Updated Friday, December 21, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/268704-Df0w3Xx5v6/PB Admin TIP.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:

*To the extent a principal wishes to challenge his/her performance review and/or improvement plan (PIP) under the new APPR system; the District has developed an appeals procedure. A principal who receives an effectiveness composite score rating of "ineffective" or "developing" may appeal his/her performance review. Ratings of "highly effective" or "effective" cannot be appealed.*

*In accordance with the law, for purposes of disciplinary proceedings under Education Law 3020-a, a "pattern" of ineffective teaching or performance shall be defined as two consecutive annual ineffective ratings received by a principal through the APPR process.*

*In order to implement the requirements of N.Y. Education Law 3012-c, the District and the Association hereby agree as follows:*

*Where and to the extent applicable, the Annual Professional Performance Review of classroom principals shall be a significant factor for employment decisions and principal development, and will be subject to any procedures, which may in the future be negotiated by the District and the Association.*

*A unit member holding the position of classroom principal may appeal only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such review, and the District's compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Principal Improvement Plan.*

*Only tenured principals may file an appeal. Non-tenured principals will have the right to add a response to the annual evaluation, which will be kept in his/her personnel file with the annual evaluation. Only "ineffective" or "developing" ratings may be appealed. A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

*The principal bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the District's conclusion. The burden of proof shall be by preponderance of the evidence.*

*Such appeal must be submitted in writing to the Superintendent. The writing must explain in detail the specific basis for the appeal, and provide any documents in support of the appeal. The appeal must be submitted within ten (10) calendar days of the principal's receipt of the final Annual Professional Performance Review or Principal Improvement Plan, or other act under this section, which is the subject of the appeal, or it is deemed waived. Within fifteen (15) calendar days, the Superintendent may provide the principal with a written response.*

*Upon receipt of the written appeal, the Superintendent and PBAA President shall mutually agree on a hearing officer who has been trained in the selected rubric. The hearing officer shall be provided with a copy of the written appeal and any written response from the Superintendent. The hearing officer shall render a decision based on the written submissions, this APPR Plan and memorandum of agreement, and Education Law §3012-c and any implementing regulations. The hearing officer shall issue a written decision within thirty (30) days after receiving such written appeal. The hearing officer's decision shall be final, binding, and unreviewable.*

*The costs of a hearing officer shall be shared equally by the parties.*

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

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

*The Superintendent will ensure that he/she and any evaluators of principals have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:*

*The ISLLC Leadership Standards and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;*

*Evidence-based observation techniques that are grounded in research;*

*Application and use of the student growth percentile model and the value-added growth model;*

*Application and use of the principal or principal rubric(s), including training on the effective application of such rubrics to observe a principal or principal's practice;*

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

*Application and use of any locally selected measures of student achievement used by the district evaluate its principals or principals;*

*Use of the Statewide Instructional Reporting System;*

*The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the principal's or principal's overall rating and their subcomponent ratings; and*

*Specific considerations in evaluating principals and principals of English language learners and students with disabilities.*

*The Superintendent will ensure that lead evaluators participate in annual training including calibration for inter-rater reliability and are re-certified on an annual basis.*

*Lead evaluators will be trained by the Cayuga-Onondaga BOCES Network Team in accordance with the requirements of Education Law 3012-c. This regional evaluator training program directly reflects the materials, resources, and training that is provided by the New York State Education Department. Throughout the course of the ongoing training program, learning opportunities will be aligned to all nine training components required for certification.*

*The training program consists of two full days of initial training followed by a minimum of six half-day sessions throughout the first year. A minimum of three additional sessions will be offered each subsequent school year to maintain calibration and inter-rater reliability. Inter-rater reliability will be assessed through the training process as participants will be required to collect evidence, align the evidence to the rubric, and score sample teacher performance. Each evaluator will be required to maintain records verifying their participation in the training program. These records, along with a sampling of the evaluators work, will be used to certify and re-certify all evaluators.*

## 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 Friday, May 04, 2012

Updated Friday, January 04, 2013

---

### Page 1

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

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

<assets/survey-uploads/5581/124909-3Uqgn5g9Iu/signatures 1-4-13.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.

SLO HEDI Chart:

(Standard rounding conventions will apply when necessary)

<b>% of Students Meeting SLO Target</b>	<b>Points For Local Measure</b>
96-100	20
90-95	19
86-89	18
85	17
84	16
83	15
82	14
81	13
79-80	12
78	11
77	10
76	9
75	8
74	7
72-73	6
70-71	5
68-69	4
66-67	3
60-65	2
50-59	1
Less than 50	0

**To be used by teachers in grade K-2 for the growth measure**

<b>STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE</b> <b>(0-20 points)</b> <b>Local AIMSWEB Assessments**</b>			
<b>Highly Effective</b> <b>% growth = points</b>	<b>Effective</b> <b>% growth = points</b>	<b>Developing</b> <b>% growth = points</b>	<b>Ineffective</b> <b>% growth = points</b>
95 – 99% = 20 points 91- 94% = 19 points 83 – 90% = 18 points	81 – 82% = 17 points 78 - 80%= 16 points 76 – 77 % = 15 points 70 – 75 % = 14 points 66 – 69% = 13 points 61 – 65% = 12 points 58 - 60% = 11 points 56 - 57% = 10 points 51- 55% = 9 points	46 – 50% = 8 points 41 – 45 % = 7 points 40% = 6 points 36 – 39% = 5 points 30 – 35% = 4 points 20 – 29% = 3 points	14- 19% = 2 points 7 – 13 % = 1 point 1 - 6% = 0 points
<b>**Aimsweb (Pearson) will subtract individual student fall raw score in ELA and/or Math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students and rounded to the nearest whole number; convert score to 0-20 points using their crosswalk table.</b>			

**Growth Measure: State or Local Growth Measure (20 or 25 points)**

**To be used by teachers in grade 3-6 for the local measure**

**Chart 1C: For teachers of ELA and Math where 50-100% of students are NOT covered by a State provided growth measure**

<b><u>STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE</u></b> <b>(0-20 points)</b> <b>Local AIMSWEB Assessments**</b>			
<b>Highly Effective</b> <b>% growth = points</b>	<b>Effective</b> <b>% growth = points</b>	<b>Developing</b> <b>% growth = points</b>	<b>Ineffective</b> <b>% growth = points</b>
95 – 99% = 20 points 91- 94% = 19 points 83 – 90% = 18 points	81 – 82% = 17 points 78 - 80%= 16 points 76 – 77 % = 15 points 70 – 75 % = 14 points 66 – 69% = 13 points 61 – 65% = 12 points 58 - 60% = 11 points 56 - 57% = 10 points 51- 55% = 9 points	46 – 50% = 8 points 41 – 45 % = 7 points 40% = 6 points 36 – 39% = 5 points 30 – 35% = 4 points 20 – 29% = 3 points	14- 19% = 2 points 7 – 13 % = 1 point 1 - 6% = 0 points

**\*\*Aimsweb (Pearson) will subtract individual student fall raw score in ELA and/or Math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students and rounded to the nearest whole number; convert score to 0-20 points using their crosswalk table.**

**Chart 1D: Points for Value-Added Growth Model**

<b><u>STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE</u></b> <b>(0-15 points)</b> <b>Local AIMSWEB Assessments**</b>			
<b>Highly Effective</b> <b>% growth = points</b>	<b>Effective</b> <b>% growth = points</b>	<b>Developing</b> <b>% growth = points</b>	<b>Ineffective</b> <b>% growth = points</b>
91-99% = 15 points 86-90% = 14 points	82-85% = 13 points 77-81%= 12 points 73-76 % = 11 points 69-72 % = 10 points 67-68% = 9 points 65-66% = 8 points	62-64% = 7 points 59-61% = 6 points 56-58% = 5 points 53-55% = 4 points 50-52 = 3 points	39-49% = 2 points 28-38 % = 1 point 1 - 27% = 0 points

**\*\*Aimsweb (Pearson) will subtract individual student fall raw score in ELA and/or Math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students and rounded to the nearest whole number; convert score to 0-20 points using their crosswalk table.**

**To be used by teachers in grades 7-12:**

20 For use when value added scores are not available for the State measure.

Measurement: (Current year average) – (Prior year’s average) = Growth

- Standard rounding conventions will apply when necessary.

<b>Growth in Proficiency</b>	<b>Points For Local Measure</b>
1.0 or greater	20
.95	19
.9	18
.8	17
.7	16
.6	15
.5	14
.4	13
.3	12
.2	11
.1	10
0.0 to -.9	9
-1.0 to -1.4	8
-1.5 to -1.9	7
-2.0 to -2.4	6
-2.5 to -2.9	5
-3.0 to -3.4	4
-3.5 to -3.9	3
-4.0 to -4.4	2
-4.5 to -4.9	1
-5.0 or More	0

15 For use when value added scores are available for the State measure.

- Standard rounding conventions will apply when necessary.

<b>Growth in Proficiency</b>	<b>Points For Local Measure</b>
1.0 plus	15
.9	14
.8	13
.7	13
.6	12
.5	12
.4	11
.3	10

.2	9
.1	8
0 to -.9	7
-1.0 to -1.4	6
-1.5 to -1.9	6
-2.0 to -2.4	5
-2.5 to -2.9	4
-3.0 to -3.9	3
-4.0 to -4.4	2
-4.5 to -4.9	1
-5.0 or more	0

### 20 Point Scale Used for SLO

The SLO process to be used shall consist of a pre-test administered at the beginning of the class (no later than the end of the 3<sup>rd</sup> week of the course) and a final examination that will be administered at the end of the course.

After the pre-test is administered and scored, the teacher and principal together will use this baseline data to determine growth targets that the teacher will work towards for each student, group of students or the class as a whole. The target score shall be developed no later than the end of the 4<sup>th</sup> week of the course. After the final examination is administered and scored, the percentage of students meeting the target shall be determined and rounded to the nearest whole number. The following will be used to determine points achieved by a teacher.

<b>% of Students Meeting SLO Target</b>	<b>Points For Local Measure</b>
96-100	20
90-95	19
86-89	18
85	17
84	16
83	15
82	14
81	13
79-80	12
78	11
77	10
76	9
75	8
74	7
72-73	6
70-71	5
68-69	4

66-67	3
60-65	2
50-59	1
Less than 50	0

**Growth Measure: State or Local Growth Measure (20 or 25 points)**

**To be used by teachers in grade 3-6 for the local measure**

**Chart 1C: For teachers of ELA and Math where 50-100% of students are NOT covered by a State provided growth measure**

<b>STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE (0-20 points) Local AIMSWEB Assessments**</b>			
<b>Highly Effective % growth = points</b>	<b>Effective % growth = points</b>	<b>Developing % growth = points</b>	<b>Ineffective % growth = points</b>
95 – 99% = 20 points 91- 94% = 19 points 83 – 90% = 18 points	81 – 82% = 17 points 78 - 80%= 16 points 76 – 77 % = 15 points 70 – 75 % = 14 points 66 – 69% = 13 points 61 – 65% = 12 points 58 - 60% = 11 points 56 - 57% = 10 points 51- 55% = 9 points	46 – 50% = 8 points 41 – 45 % = 7 points 40% = 6 points 36 – 39% = 5 points 30 – 35% = 4 points 20 – 29% = 3 points	14- 19% = 2 points 7 – 13 % = 1 point 1 - 6% = 0 points

**\*\*Aimsweb (Pearson) will subtract individual student fall raw score in ELA and/or Math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students and rounded to the nearest whole number; convert score to 0-20 points using their crosswalk table.**

**Chart 1D: Points for Value-Added Growth Model**

<b>STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE (0-15 points) Local AIMSWEB Assessments**</b>			
<b>Highly Effective % growth = points</b>	<b>Effective % growth = points</b>	<b>Developing % growth = points</b>	<b>Ineffective % growth = points</b>
91-99% = 15 points 86-90% = 14 points	82-85% = 13 points 77-81%= 12 points 73-76 % = 11 points 69-72 % = 10 points 67-68% = 9 points 65-66% = 8 points	62-64% = 7 points 59-61% = 6 points 56-58% = 5 points 53-55% = 4 points 50-52 = 3 points	39-49% = 2 points 28-38 % = 1 point 1 - 27% = 0 points

**\*\*Aimsweb (Pearson) will subtract individual student fall raw score in ELA and/or Math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students and rounded to the nearest whole number; convert score to 0-20 points using their crosswalk table.**

**To be used by teachers in grades 7-12:**

20 For use when value added scores are not available for the State measure.

Measurement:  $(\text{Current year average}) - (\text{Prior year's average}) = \text{Growth}$

- Standard rounding conventions will apply when necessary.

<b>Growth in Proficiency</b>	<b>Points For Local Measure</b>
1.0 or greater	20
.95	19
.9	18
.8	17
.7	16
.6	15
.5	14
.4	13
.3	12
.2	11
.1	10
0.0 to -.9	9
-1.0 to -1.4	8
-1.5 to -1.9	7
-2.0 to -2.4	6
-2.5 to -2.9	5
-3.0 to -3.4	4
-3.5 to -3.9	3
-4.0 to -4.4	2
-4.5 to -4.9	1
-5.0 or More	0

15 For use when value added scores are available for the State measure.

- Standard rounding conventions will apply when necessary.

<b>Growth in Proficiency</b>	<b>Points For Local Measure</b>
1.0 plus	15
.9	14
.8	13
.7	13
.6	12
.5	12
.4	11
.3	10

.2	9
.1	8
0 to -.9	7
-1.0 to -1.4	6
-1.5 to -1.9	6
-2.0 to -2.4	5
-2.5 to -2.9	4
-3.0 to -3.9	3
-4.0 to -4.4	2
-4.5 to -4.9	1
-5.0 or more	0

### 20 Point Scale Used for SLO

The SLO process to be used shall consist of a pre-test administered at the beginning of the class (no later than the end of the 3<sup>rd</sup> week of the course) and a final examination that will be administered at the end of the course.

After the pre-test is administered and scored, the teacher and principal together will use this baseline data to determine growth targets that the teacher will work towards for each student, group of students or the class as a whole. The target score shall be developed no later than the end of the 4<sup>th</sup> week of the course. After the final examination is administered and scored, the percentage of students meeting the target shall be determined and rounded to the nearest whole number. The following will be used to determine points achieved by a teacher.

<b>% of Students Meeting SLO Target</b>	<b>Points For Local Measure</b>
96-100	20
90-95	19
86-89	18
85	17
84	16
83	15
82	14
81	13
79-80	12
78	11
77	10
76	9
75	8
74	7
72-73	6
70-71	5
68-69	4

66-67	3
60-65	2
50-59	1
Less than 50	0

<b>Average Rubric Score</b>	<b>Points Earned</b>
1.0 <b>Ineffective</b>	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43

1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
1.5 Developing	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
2.5 Effective	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
3.5 Highly Effective	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4.0	60

Calculations for Local Measures:  
(All numbers are rounded to the nearest whole number)

<b>HEDI Bands</b>	<b>(0-20 Points)</b>	<b>Point Allocation % of students achieving</b>
Highly Effective	20	96-100%
	19	93-95%
	18	89-92%
Effective	17	85-88%
	16	81-84%
	15	78-80%
	14	74-77%
	13	70-73%
	12	65-69%
	11	59-64%
	10	54-58%
Developing	9	48-53%
	8	43-47%
	7	38-42%
	6	32-37%
	5	27-31%
Ineffective	4	22-26%
	3	16-21%
	2	11-15%
	1	5-10%
	0	0-4%

<b>HEDI Bands</b>	<b>(0-15 Points)</b>	<b>Point Allocation % of students achieving</b>
Highly Effective	15	94-100%
	14	88-93%
Effective	13	83-87%
	12	75-82%
	11	69-74%
	10	63-68%
	9	57-62%
	8	50-56%
Developing	7	44-49%
	6	38-43%
	5	31-37%
	4	25-30%
	3	19-24%
Ineffective	2	13-18%
	1	6-12%
	0	0-5%

60 Point Principal Conversion Chart

Average Rubric Score	Points Earned
1.0	0
1.05	1
1.1	2
1.15	3
1.2	4
1.25	5
1.3	6
1.35	7
1.4	8
1.45	9
1.5	10
1.55	11
1.6	12
1.65	13
1.7	14
1.75	15
1.8	16
1.85	17
1.9	18
1.95	19
2.0	20
2.05	21
2.1	22
2.15	23
2.2	24
2.25	25
2.3	26
2.35	27
2.4	28
2.45	29
2.5	30
2.55	31
2.6	32
2.65	33
2.7	34
2.75	35
2.8	36
2.85	37
2.9	38
2.95	39
3.0	40
3.05	41
3.1	42

3.15	43
3.2	44
3.25	45
3.3	46
3.35	47
3.4	48
3.45	49
3.5	50
3.55	51
3.6	52
3.65	53
3.7	54
3.75	55
3.8	56
3.85	57
3.9	58
3.95	59
4.0	60

PORT BYRON CENTRAL SCHOOL DISTRICT  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW  
TEACHER IMPROVEMENT PLAN (TIP)

The District's **Annual Professional Performance Review process (APPR)** is designed to recognize, support, and improve the teaching-learning process. The majority of teachers (as defined in the PBTA contract) will be well served by the APPR process and will find it to be a valuable experience for professional growth. There may be a small number of individuals, however, who need additional support. That support will come through a mutually developed plan related to the Annual Professional Performance Review process.

The **TIP ~ Teacher Improvement Plan** ~ is designed to recognize, support, and improve the teaching-learning process. The TIP also is designed to help teachers address areas in need of improvement based on one or more of the eight New York State Criteria for Evaluation. The eight criteria are: (1) content knowledge; (2) preparation; (3) instructional delivery; (4) Classroom management; (5) student development; (6) student assessment; (7) collaboration; and (8) reflective and responsive practice.

**THE PURPOSES OF THE TIP**

- To demonstrate the commitment of the district to the professional growth and development of all teachers;
- To improve the performance of teachers who are identified by the administration as needing improvement in any of the eight criteria for evaluation;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within a certain timeframe.

**THE TIP PROCEDURES**

- Document incidents related to the area(s) of concern;
- Identify the area(s) of concern;
- List the members of the support team;
- Develop a TIP plan.

The TIP procedures are guidelines for the administrator and teacher involved in the TIP process. The teacher may involve a selected representative, such as the Instructional Leader, veteran teacher, mentor, or an PBTA representative.

**THE TIP PLAN**

The teacher and the administrator will draft and complete a TIP document using the district's model to guide the development of the TIP language. The TIP document will be signed by the teacher, the administrator, and a PBTA representative. Every effort will be made to ensure confidentiality. The plan will include:

- Goal(s)

- Action Steps
- Members of the Support Team
- A Timeline
- Monitoring Steps
- Assessment Criteria and Evaluation

**APPENDIX B**

**TEACHER IMPROVEMENT PLAN**

Teacher \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Evaluator \_\_\_\_\_

Duration of TIP \_\_\_\_\_

Association Representative \_\_\_\_\_

Date \_\_\_\_\_

1. Prioritized areas in need of improvement.
  
  
  
  
  
  
  
  
  
  
2. Performance Goals: *(provided in clear, objective & measurable terms)*
  
  
  
  
  
  
  
  
  
  
3. Timeline: *(scheduled dates for periodic review of progress)*
  
  
  
  
  
  
  
  
  
  
4. Assessment of Improvement: *(indicate what measures/artifacts will be used to assess improvement)*
  
  
  
  
  
  
  
  
  
  
5. Differentiated and/or professional learning activities to support improvement.
  
  
  
  
  
  
  
  
  
  
6. Support and assistance to be provided by the District.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date



**Recommendation for Results of TIP**

The teacher has met the performance goals identified through the TIP.

The teacher has not met the performance goals identified through the TIP.

Next Steps:

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

Teacher's signature does not constitute agreement but merely signifies he/she has examined and discussed the materials with his/her evaluator. Teachers shall have the right to insert written explanation or response to written feedback, which may be considered during an appeals process.

## **Port Byron Central School District 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 time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second 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.

## Port Byron 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):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: 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. The superintendent and principal shall sign such summary 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 make the following specific certifications with respect to their APPR Plan:**

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

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

**Signatures, dates**

Superintendent Signature:      Date:

1-4-13

*[Handwritten Signature]*

Teachers Union President Signature:      Date:

1-4-13

*Angelina Hargreaves*

Administrative Union President Signature:      Date:

1-4-13

*Michelle Tolson*

Board of Education President Signature:      Date:

*Mr. M. Oeller*      1-4-13