



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 Avenue, Room 111  
Albany, New York 12234

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

August 5, 2015

**Revised**

F. Daniel Myers, Superintendent  
Richfield Springs Central School District  
93 Main Street, P.O. Box 631  
Richfield Springs, NY 13439

Dear Superintendent Myers:

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

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia  
Commissioner

Attachment

c: Mark Vivaqua

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, December 19, 2013

---

## 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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 472001040000

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

472001040000

#### 1.2) School District Name: RICHFIELD SPRINGS CSD

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

RICHFIELD SPRINGS CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 07/16/2015

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

### Page 1

#### **STATE-PROVIDED MEASURES OF STUDENT GROWTH**

##### **(25 points with an approved value-added measure)**

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

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

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

#### **2.1) Assurances**

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

- District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

## 2.2) Grades K-3 ELA

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

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

|   | ELA              | Assessment                 |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set a class wide target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).   | The work of the teacher results in student academic growth that exceeds the agreed upon growth target; 90-100 percent of students meet the growth target for the SLO at the class level.  |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | The work of the teacher results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO at the class level.   |

|  |  |
|--|--|
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).       | The work of the teacher does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO at the class level.            |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO at the class level. |

### 2.3) Grades K-3 Math

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

|   | Math  | Assessment  |
|---|---|---|
| K | District, regional, or BOCES-developed assessment | District Developed Assessment for Kindergarten Math |
| 1 | District, regional, or BOCES-developed assessment | District Developed Assessment for Grade 1 Math      |
| 2 | District, regional, or BOCES-developed assessment | District Developed Assessment for Grade 2 Math      |

|   | Math             | Assessment                 |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set a class wide target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).   | The work of the teacher results in student academic growth that exceeds the growth target; 90-100 percent of students meet the growth target for the SLO.   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | The work of the teacher results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO at the class level.   |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | The work of the teacher does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO at the class level.   |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).  | The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO at the class level.  |

### 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                                   | Common Branch                  |
| 7 | District, regional or BOCES-developed assessment | Science 7 (District Developed) |

|   | Science          | Assessment                         |
|---|------------------|------------------------------------|
| 8 | State assessment | 8th Grade State Science Assessment |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set a classwide target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).   | The work of the teacher results in student academic growth that exceeds the growth target; 90-100 percent of students meet the growth target for the SLO at the class level.   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | The work of the teacher results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO at the class level.  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | The work of the teacher does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO at the class level.  |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).  | The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO at the class level.   |

## 2.5) Grades 6-8 Social Studies

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

|   | Social Studies                                   | Assessment                            |
|---|--|---------------------------------------|
| 6 | Not applicable                                   | Common Branch                         |
| 7 | District, regional or BOCES-developed assessment | Social Studies 7 (District Developed) |
| 8 | District, regional or BOCES-developed assessment | Social Studies 8 (District Developed) |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set a classwide target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | The work of the teacher results in student academic growth that exceeds the growth target; 90-100 percent of students meet the growth target for the SLO at the class level.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | The work of the teacher results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO at the class level.  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | The work of the teacher does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO at the class level.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO at the class level.   |

## 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 | Global 9 (District Developed) |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set a classwide target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | The work of the teacher results in student academic growth that exceeds the growth target; 90-100 percent of students meet the growth target for the SLO at the class level.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | The work of the teacher results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO at the class level.  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | The work of the teacher does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO at the class level.  |

|  |  |
|--|--|
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO at the class level. |
|--|--|

**2.7) High School Science Regents Courses**

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

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

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set a classwide target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | The work of the teacher results in student academic growth that exceeds the growth target; 90-100 percent of students meet the growth target for the SLO at the class level.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | The work of the teacher results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO at the class level.  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | The work of the teacher does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO at the class level.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO at the class level.   |

**2.8) High School Math Regents Courses**

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

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

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

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

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

|  |  |
|--|--|
| <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>Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set a classwide target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>The district will use the higher score of the NYS Regents Exam in Geometry and the Common Core Geometry Regents in the 2014-15 school year. The Common Core Geometry Regents will be used as the sole measure for Geometry in the 2015-16 school year and beyond.</p> <p>The NYS Common Core Algebra Regents will be used as the sole measure for Algebra effective June 2015 and beyond.</p> <p>In the 2015-16 school year the district will utilize the higher score of the Regents Exam in Algebra II / Trigonometry and the Common Core Examination in Algebra II / Trigonometry. The Common Core Examination in Algebra II / Trigonometry will be used as the district's sole measure for Algebra II / Trigonometry in the 2016-17 school year and beyond.</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>   | <p>The work of the teacher results in student academic growth that exceeds the growth target; 90-100 percent of students meet the growth target for the SLO at the class level.</p>  |
| <p>Effective (9 - 17 points) Results meet District goals for similar students.</p>   | <p>The work of the teacher results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO at the class level.</p>   |
| <p>Developing (3 - 8 points) Results are below District goals for similar students.</p>  | <p>The work of the teacher does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO at the class level.</p>   |
| <p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>  | <p>The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO at the class level.</p>  |

## 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 | ELA 9 (District Developed)  |
| Grade 10 ELA | District, regional or BOCES-developed assessment | ELA 10 (District Developed)   |
| Grade 11 ELA | Regents assessment                               | Higher Score of NYS Comprehensive English Regents (2005 Standards) or NYS Common Core English Regents |

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set a classwide target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. NYS Comprehensive English Regents (2005 Standards) and NYS Common Core English Regents assessments will be used for ELA. Higher score of the two assessments will be utilized for the purposes of APPR. During the 2015-16 school year and thereafter, the NYS Common Core Regents shall be the sole measure for Grade 11 ELA. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | The work of the teacher results in student academic growth that exceeds the growth target; 90-100 percent of students meet the growth target for the SLO at the class level.  |
| Effective (9 - 17 points) Results meet District goals for similar students.   | The work of the teacher results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO at the class level.   |
| Developing (3 - 8 points) Results are below District goals for similar students.  | The work of the teacher does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO at the class level.   |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO at the class level.  |

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

|  | Course(s) or Subject(s)       | Option                                | Assessment                                 |
|--|-------------------------------|---------------------------------------|--|
|  | Economics                     | District, Regional or BOCES-developed | Economics (District Developed)             |
|  | Participation in Government   | District, Regional or BOCES-developed | P-I-G (District Developed)                 |
|  | Family Consumer Science 7     | District, Regional or BOCES-developed | Science 7 (District Developed)             |
|  | Family Consumer Science Foods | District, Regional or BOCES-developed | F-C-S (District Developed)                 |
|  | Elementary Music P-6          | District, Regional or BOCES-developed | Elementary Music PK-6 (District Developed) |

|  |  |                                       |  |
|--|--|---------------------------------------|--|
|  | Music HS   | District, Regional or BOCES-developed | HS Music (District Developed)  |
|  | Art 8  | District, Regional or BOCES-developed | Art 8 (District Developed)   |
|  | Studio Art, HS   | District, Regional or BOCES-developed | HS Art (District Developed)  |
|  | Elementary Art, grades P-6   | District, Regional or BOCES-developed | Elementary Art (District Developed)  |
|  | Elementary PE, grades P-6  | District, Regional or BOCES-developed | Elementary PE (District Developed)   |
|  | HS PE, grades 7-12   | District, Regional or BOCES-developed | HS PE (District Developed)   |
|  | LOTE, Spanish  | District, Regional or BOCES-developed | LOTE, Spanish (District Developed) Four individual assessments including: Spanish 7 (pre-A), Spanish 8 (A), Spanish 9 (pre-B) and Spanish 10 (B).. |
|  | LOTE French  | District, Regional or BOCES-developed | LOTE French (District Developed) Four individual assessments: French 7 (pre-A), French 8 (A), French 9 (pre-B), French 10 (B)..:                   |
|  | HS Health  | District, Regional or BOCES-developed | HS Health (District Developed)   |
|  | Health 7   | District, Regional or BOCES-developed | Health 7 (District Developed)  |
|  | Technology 7   | District, Regional or BOCES-developed | Technology 7 (District Developed)  |
|  | Technology 8   | District, Regional or BOCES-developed | Technology 8 (District Developed)  |
|  | HS Tech  | District, Regional or BOCES-developed | HS Technology (District Developed)   |
|  | Teachers of grades 4-8 ELA & Math who do not receive a State Provided Growth Score | State Assessment                      | NYS 4-8 ELA & Math   |

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

|  |   |
|--|---|
| <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>Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set a classwide target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>All teachers / classes listed above will use minimum rigor expectations for growth of two or higher on the relevant assessment except for teachers of grade 4-8 Math and ELA who do not receive a state provided growth score.</p> <p>The HEDI rating will be based on the percent of students who receive two or higher in the assessment.</p> <p>Teachers of 4-8 grade Math and ELA who do not receive a state-provided growth score will use baseline data to set individual growth targets for students in their classes. The HEDI rating will be based on the percentage of those students who meet their individual goals. Individual goals will be established by the teacher and the principal. All targets will be approved by the principal.</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>   | <p>The work of the teacher results in student academic growth that exceeds the growth target; 90-100 percent of students meet the growth target for the SLO at the class level.</p>   |
| <p>Effective (9 - 17 points) Results meet District goals for similar students.</p>   | <p>The work of the teacher results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO at the class level.</p>  |
| <p>Developing (3 - 8 points) Results are below District goals for similar students.</p>  | <p>The work of the teacher does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO at the class level.</p>  |
| <p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>  | <p>The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO at the class level.</p>   |

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

(No response)

**2.11) HEDI Tables or Graphics**

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/867893-TXETx9bQW/slo%20State%202014-15.docx>

**2.12) Locally Developed Controls**

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

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

NONE

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

|   |         |
|---|---------|
| Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.  | Checked |
| Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.  | Checked |
| Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.   | Checked |
| Assure that procedures for ensuring data accuracy and integrity are being utilized.   | Checked |
| Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).   | Checked |
| Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.  | Checked |
| Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.   | Checked |
| Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.  | Checked |
| Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.   | Checked |
| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Checked |
| Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.                                  | Checked |

### 3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 07/06/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

#### Page 1

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

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

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

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

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

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

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

---

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---|---|--|
| 4 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment ELA 4  |
| 5 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment ELA 5  |
| 6 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment ELA 6  |
| 7 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , Common Core Algebra, Living Environment, Global Studies, US History & Government |
| 8 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government        |

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.

|   |  |
|---|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p> | <p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval.<br/>All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>For those using RCSD-Developed Assessments, HEDI scores will be determined based on the percentage of that teacher's student's meeting the targets as approved by the lead evaluator.</p> <p>For those using school-wide measures, HEDI scores will be determined based on the percent of students school-wide meeting targets as approved by the lead evaluator.</p> <p>Note: The district will use the CCSC Algebra Regents exclusively as noted above. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> |
| <p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>See charts in Section 3.3</p>   |
| <p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>See charts in Section 3.3</p>   |
| <p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>See charts in Section 3.3</p>   |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>See charts in Section 3.3</p>   |

### 3.2) Grades 4-8 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 4 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment Math 4  |
| 5 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment Math 5  |
| 6 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment Math 6  |
| 7 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
| 8 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive), CCSC Algebra, Living Environment, Global Studies, US History & Government  |

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.*

|   |  |
|---|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p> | <p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>For those using RCSD-Developed Assessments, HEDI scores will be determined based on the percentage of that teacher's student's meeting the targets as approved by the lead evaluator.</p> <p>For those using school-wide measures, HEDI scores will be determined based on the percent of students school-wide meeting targets as approved by the lead evaluator.</p> <p>Note: The district will use the CCSC Algebra Regents exclusively as noted above. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> |
| <p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>See charts in Section 3.3</p>   |
| <p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>See charts in Section 3.3</p>   |
| <p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>See charts in Section 3.3</p>   |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>See charts in Section 3.3</p>   |

### 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.

```
<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/867894-rhJdBgDruP/Teacher%20Local%20Charts%203.3.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/867894-rhJdBgDruP/Teacher%20Local%20Charts%203.3.pdf</a>
```

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

### 3.4) Grades K-3 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment                      |
|---|---|---------------------------------|
| K | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment ELA K |
| 1 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment ELA 1 |
| 2 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment ELA 2 |
| 3 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment ELA 3 |

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. | Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval. HEDI rating will be based on the percentage of that teacher's students that meet the achievement target. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that exceeds the achievement target; 91-100 percent of students meet the achievement target.   |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that meets the achievement target; 65-90 percent of students meet the achievement target.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 56-64 percent of students meet the achievement target.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 55-0 percent of students meet the achievement target.   |

### 3.5) Grades K-3 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment                       |
|---|---|----------------------------------|
| K | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment Math K |
| 1 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment Math 1 |
| 2 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment Math 2 |
| 3 | 5) District, regional, or BOCES–developed assessments   | RSCD Developed Assessment Math 3 |

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. | Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval. HEDI rating will be based on the percentage of that teacher's students that meet the achievement target. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that exceeds the achievement target; 91-100 percent of students meet the achievement target.   |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that meets the achievement target; 65-90 percent of students meet the achievement target.  |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 56-64 percent of students meet the achievement target.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 55-0 percent of students meet the achievement target.   |

### 3.6) Grades 6-8 Science

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 6 | 5) District, regional, or BOCES–developed assessments   | RSCS developed Science 6 assessment   |
| 7 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
| 8 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |

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. | <p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval.</p> <p>All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>For those using RCSD-Developed Assessments, HEDI scores will be determined based on the percentage of that teacher's student's meeting the targets as approved by the lead evaluator.</p> <p>For those using school-wide measures, HEDI scores will be determined based on the percent of students school-wide meeting targets as approved by the lead evaluator.</p> <p>Note: The district will use the CCSC Algebra Regents exclusively as noted above. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that exceeds the achievement target; 91-100 percent of students meet the achievement target at the class level.   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that meets the achievement target; 65-90 percent of students meet the achievement target at the class level.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 56-64 percent of students meet the achievement target at the class level.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 55-0 percent of students meet the achievement target at the class level.   |

### 3.7) Grades 6-8 Social Studies

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 6 | 5) District, regional, or BOCES–developed assessments   | RSCS developed Social Studies 6 assessment  |
| 7 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive), CCSC Algebra, Living Environment, Global Studies, US History & Government  |
| 8 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

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

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

|  |  |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>For those using RCSD-Developed Assessments, HEDI scores will be determined based on the percentage of that teacher's student's meeting the targets as approved by the lead evaluator.</p> <p>For those using school-wide measures, HEDI scores will be determined based on the percent of students school-wide meeting targets as approved by the lead evaluator.</p> <p>Note: The district will use the CCSC Algebra Regents exclusively as noted above. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> |
| <p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>The work of the teacher results in student academic achievement that exceeds the achievement target; 91-100 percent of students meet the achievement target at the class level.</p>   |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>The work of the teacher results in student academic achievement that meets the school target; 65-90 percent of students meet the achievement target at the class level.</p>   |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>The work of the teacher does not result in academic student achievement that meets the achievement target; 56-64 percent of students meet the achievement target at the class level.</p>  |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>The work of the teacher does not result in academic student achievement that meets the achievement target; 55-0 percent of students meet the achievement target at the class level.</p>   |

### 3.8) High School Social Studies

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

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

|          | Locally-Selected Measure from List of Approved Measures | Assessment  |
|----------|---|---|
| Global 1 | 5) District, regional, or BOCES-developed assessments   | RSCS District developed assessment Global 1   |
| Global 2 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |

|                  |  |   |
|------------------|--|---|
| American History | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|------------------|--|---|

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

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

|  |  |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>For those using RCSD-Developed Assessments, HEDI scores will be determined based on the percentage of that teacher's student's meeting the targets as approved by the lead evaluator.</p> <p>For those using school-wide measures, HEDI scores will be determined based on the percent of students school-wide meeting targets as approved by the lead evaluator.</p> <p>Note: The district will use the CCSC Algebra Regents exclusively as noted above. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> |
| <p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>The work of the teacher results in student academic achievement that exceeds the achievement target; 91-100 percent of students meet the achievement target at the class level.</p>   |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>The work of the teacher results in student academic achievement that meets the achievement target; 65-90 percent of students meet the achievement target at the class level.</p>  |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>The work of the teacher does not result in academic student achievement that meets the achievement target; 56-64 percent of students meet the achievement target at the class level.</p>  |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>The work of the teacher does not result in academic student achievement that meets the achievement target; 55-0 percent of students meet the achievement target at the class level.</p>   |

### 3.9) High School Science

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

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

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

|                    |  |   |
|--------------------|--|---|
| Living Environment | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive), CCSC Algebra, Living Environment, Global Studies, US History & Government  |
| Earth Science      | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive), CCSC Algebra, Living Environment, Global Studies, US History & Government  |
| Chemistry          | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive), CCSC Algebra, Living Environment, Global Studies, US History & Government  |
| Physics            | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval.</p> <p>All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>For those using a school-wide measure, HEDI scores will be determined based on the percent of students school-wide meeting targets as approved by the lead evaluator.</p> <p>Note: The district will use the CCSC Algebra Regents exclusively as noted above. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that exceeds the achievement target; 91-100 percent of students meet the achievement target at the class level.   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher results in student academic achievement that meets the achievement target; 65-90 percent of students meet the achievement target at the class level.  |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 56-64 percent of students meet the achievement target at the class level.  |

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

The work of the teacher does not result in academic student achievement that meets the achievement target; 55-0 percent of students meet the achievement target at the class level.

### 3.10) High School Math

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

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

|           | Locally-Selected Measure from List of Approved Measures | Assessment   |
|-----------|---|--|
| Algebra 1 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive), CCSC Algebra, Living Environment, Global Studies, US History & Government     |
| Geometry  | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government    |
| Algebra 2 | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA 11 (higher score of of CCSC or (2005 Standards) Comprehensive), CCSC Algebra, Living Environment, Global Studies, US History & Government |

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

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval.</p> <p>All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>For those using a school-wide measure, HEDI scores will be determined based on the percent of students school-wide meeting targets as approved by the lead evaluator.</p> <p>Note: The district will use the CCSC Algebra Regents exclusively as noted above. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that exceeds the achievement target; 91-100 percent of students meet the achievement target at the class level.   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that meets the achievement target; 65-90 percent of students meet the achievement target at the class level.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 56-64 percent of students meet the achievement target at the class level.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 55-0 percent of students meet the achievement target at the class level.   |

### 3.11) High School English Language Arts

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

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

|              | Locally-Selected Measure from List of Approved Measures | Assessment  |
|--------------|---|---|
| Grade 9 ELA  | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
| Grade 10 ELA | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive), CCSC Algebra, Living Environment, Global Studies, US History & Government  |
| Grade 11 ELA | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive), CCSC Algebra, Living Environment, Global Studies, US History & Government  |

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

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

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

|  |   |
|--|---|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval.</p> <p>All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>For those using a school-wide measure, HEDI scores will be determined based on the percent of students school-wide meeting targets as approved by the lead evaluator.</p> <p>Note: The district will use the CCSC Algebra Regents exclusively as noted above. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> |
| <p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>The work of the teacher results in student academic achievement that exceeds the achievement target; 91-100 percent of students meet the achievement target at the class level.</p>  |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>The work of the teacher results in student academic achievement that meets the achievement target; 65-90 percent of students meet the achievement target at the class level.</p>   |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>The work of the teacher does not result in academic student achievement that meets the achievement target; 56-64 percent of students meet the achievement target at the class level.</p>   |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>The work of the teacher does not result in academic student achievement that meets the achievement target; 55-0 percent of students meet the achievement target at the class level.</p>  |

### 3.12) All Other Courses

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

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

|  | Course(s) or Subject(s)       | Locally-Selected Measure from List of Approved Measures | Assessment  |
|--|-------------------------------|---|---|
|  | Economics                     | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Participation in Government   | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Family Consumer Science       | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Family consumer Science Foods | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Elementary Music P-6          | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Music HS                      | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Art 8                         | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Studio Art ,HS                | 6(ii) School wide measure computed locally              | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |

|  |                            |  |   |
|--|----------------------------|--|---|
|  | Elementary Art ,grades P-6 | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Elementary PE ,grades P-6  | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | HS PE ,grades 7-12         | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | LOTE Spanish               | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | LOTE French                | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | HS Health                  | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Health 7                   | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | Technology 7               | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |

|  |              |  |   |
|--|--------------|--|---|
|  | Technology 8 | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  | HS Tech      | 6(ii) School wide measure computed locally | Average school-wide performance on 5 required regents exams: ELA11 (higher score of CCSC or (2005 Standards) Comprehensive) , CCSC Algebra, Living Environment, Global Studies, US History & Government |
|  |              |  |   |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set an achievement target. All targets must have lead evaluator approval.</p> <p>All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>For students utilizing school-wide measures, teacher will receive HEDI score based on percentage of students school-wide meeting their achievement targets.</p> <p>For those using a school-wide measure, HEDI scores will be determined based on the percent of students school-wide meeting targets as approved by the lead evaluator.</p> <p>Note: The district will use the CCSC Algebra Regents exclusively as noted above. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.  | The work of the teacher results in student academic achievement that exceeds the achievement target; 91-100 percent of students meet the achievement target at the class level.  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | The work of the teacher results in student academic achievement that meets the achievement target; 65-90 percent of students meet the achievement target at the class level.   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 56-64 percent of students meet the achievement target at the class level.   |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | The work of the teacher does not result in academic student achievement that meets the achievement target; 55-0 percent of students meet the achievement target at the class level.  |

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.

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/867894-y92vNseFa4/slo%20Local%202013-2014.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/867894-y92vNseFa4/slo%20Local%202013-2014.docx</a>

### 3.14) Locally Developed Controls

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

none

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

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

n/a

### 3.16) Assurances

Please check all of the boxes below:

|   |         |
|---|---------|
| Assure the application of locally-developed controls will be rigorous, fair, and transparent.   | Checked |
| 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 |
| Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.   | Checked |
| Assure that procedures for ensuring data accuracy and integrity are being utilized.   | Checked |
| Assure that 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 |
| Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.   | Checked |

|  |         |
|--|---------|
| Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.   | Checked |
| 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 |
| 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 |
| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade. | Checked |
| Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.                                     | Checked |

## 4. Other Measures of Effectiveness (Teachers)

Created: 04/30/2013

Last updated: 07/16/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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.)

|                              |  |
|------------------------------|--|
| Rubric                       | NYSUT Teacher Practice Rubric (2012 Edition) |
| Second Rubric, if applicable | (No response)                                |

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

|     |
|-----|
| Yes |
|-----|

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

|     |
|-----|
| N/A |
|-----|

|  |    |
|--|----|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 32 |
| One or more observation(s) by trained independent evaluators   | 0  |
| Observations by trained in-school peer teachers  | 0  |
| Feedback from students using State-approved survey tool  | 0  |
| Feedback from parents/caregivers using State-approved survey tool  | 0  |

|  |    |
|--|----|
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 28 |
|--|----|

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

(No response)

**4.3) Survey Tools (if applicable)**

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

|   |               |
|---|---------------|
| Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process | (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.

|  |               |
|--|---------------|
| Tripod Early Elementary Student Perception Survey K-2                                    | (No response) |
| Tripod Elementary Student Perception Survey 3-5  | (No response) |
| Tripod Secondary Student Perception Survey   | (No response) |
| District Variance  | (No response) |
| My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12 | (No response) |

**4.4) Assurances**

Please check all of the boxes below:

|   |         |
|---|---------|
| Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.   | Checked |
| 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 |
| Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.  | Checked |
| 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.

For other measures of teacher effectiveness Richfield Springs Central School will use the NYSUT 2012 Teacher Practice Rubric.

Standards 1, 2, 3, 4 & 5 will be evaluated using a formal classroom teacher observation summary-announced. Elements of each Standard

will be assessed based on evidence and rated using a scale of 1-4. Observed element scores will be averaged to arrive at a score for each Standard. Total scores for Standards will be averaged together, divided by a maximum possible score of 4.0 and then multiplied by 28 to create a composite score with a maximum value of 28 points or 47% of a potential score of 60.

Standards 3, 4, & 5 will be evaluated using an unannounced instructional walkthrough observation. Defined elements of each standard will be assessed based on evidence and rated using a scale of 1-4. Observed element scores will be averaged together, divided by a maximum possible score of 4.0 (3% of 60 points).

These processes represent a maximum value of 32 points (53% of 60 points) for classroom observations.

The remaining 28 points (47% of 60 points) will assess teacher artifacts. Teachers will provide evidence that aligns with elements of standards 5, 6 and 7 of the NYSUT 2012 Teacher Practice Rubric using artifact elements that will be rated on a scale of 1-4. Total scores for Standards will be averaged together, divided by a maximum possible score of 4.0 and then multiplied by 28 to create a composite score with a maximum value of 28 points or 47% of a potential score of 60 points. Standard rounding rules apply.

Standards will be assessed as follows for the 60 point Teacher Effectiveness Score (TES): 1-1.9 is ineffective, 2-2.9 is developing, 3-3.8 is effective, and 3.9-4 is highly effective.

In any standard an ineffective score for all observed elements shall yield an overall score of 0 (zero).

Standard rounding rules shall apply. In no event shall rounding enable a teacher score to move upward past a HEDI boundary.

Results for multiple formal observations (3) for probationary teachers will be averaged to result in a single "final" score for formal observations.

Tenured teachers receive a single formal observation. Results of this single observation will carry the same final score "weight" as the averaged score described above for non-tenured teachers.

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

(No response)

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

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

|  |   |
|--|---|
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Ineffective achievement target range, 0-40 |
|--|---|

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

|                |   |
|----------------|---|
| Formal/Long    | 3 |
| Informal/Short | 1 |
| 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?

**Responses Selected:**

|           |
|-----------|
| In Person |
|-----------|

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

**Responses Selected:**

|           |
|-----------|
| In Person |
|-----------|

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

|                |   |
|----------------|---|
| Formal/Long    | 1 |
| Informal/Short | 1 |
| Total          | 2 |

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

**Responses Selected:**

|           |
|-----------|
| In Person |
|-----------|

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

**Responses Selected:**

|           |
|-----------|
| In Person |
|-----------|

## 5. Composite Scoring (Teachers)

Created: 04/30/2013

Last updated: 03/27/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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)                            |
|---------------------------------|---|---|---|
| <b>Highly Effective</b>         | 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.                            |
| <b>Effective</b>                | 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.                              |
| <b>Developing</b>               | 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. |
| <b>Ineffective</b>              | Results are well below state average for similar students (or District goals if no state test). | Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject. | Overall performance and results do not meet NYS Teaching Standards.                       |

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

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

| Where there is no Value-Added measure | Growth or Comparable Measures | Locally-selected Measures of growth or achievement | Other Measures of Effectiveness (60 points) | Overall Composite Score |
|---------------------------------------|-------------------------------|--|---|-------------------------|
| <b>Highly Effective</b>               | 18-20                         | 18-20  | <b>Ranges determined locally--see below</b> | 91-100                  |
| <b>Effective</b>                      | 9-17                          | 9-17   |   | 75-90                   |
| <b>Developing</b>                     | 3-8                           | 3-8  |   | 65-74                   |
| <b>Ineffective</b>                    | 0-2                           | 0-2  |   | 0-64                    |

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

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

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

| Where Value-Added growth measure applies | Growth or Comparable Measures | Locally-selected Measures of growth or achievement | Other Measures of Effectiveness (60 points) | Overall Composite Score |
|--|-------------------------------|--|---|-------------------------|
| Highly Effective                         | 22-25                         | 14-15  | Ranges determined locally--see above        | 91-100                  |
| Effective                                | 10-21                         | 8-13   |   | 75-90                   |
| Developing                               | 3-9                           | 3-7  |   | 65-74                   |
| Ineffective                              | 0-2                           | 0-2  |   | 0-64                    |

## 6. Additional Requirements - Teachers

Created: 04/30/2013

Last updated: 08/04/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

|   |         |
|---|---------|
| 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 |
| Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas | Checked |

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5265/178048-Df0w3Xx5v6/TIP%20APPR%2012-13.doc>

#### 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:

##### 1. Appeals procedures

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use

this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

#### 8.1 APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of "ineffective" or "developing" on a summative evaluation may challenge that APPR.

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

#### 8.2 Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
- b. 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;
- c. The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- d. 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.

#### 8.3 Notification of the Appeal

In order to be timely, the notification of an APPR or TIP appeal shall be filed, in writing, within ten (10) school days after the teacher has received the APPR. Notification of the appeal shall be provided to the superintendent of schools or his/her designee.

#### 8.4 Supervising Administrator's written response to appeal

Within five (5) school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

#### 8.5 Decisions on Appeal

A. Within five (5) school days of receipt of the written response of Supervising Administrator, the member shall be entitled to a meeting with the Superintendent (or his/her designee if the Superintendent's evaluation/observation is being appealed).

Any administrator rendering a decision on an APPR appeal must be appropriately trained and certified pursuant to the requirements outlined in Appendix F of the collective bargaining agreement between the Richfield Springs Central School District and the Richfield

Springs Faculty Association (attached). Paragraph 2 of Appendix F addresses "Training for Evaluators and Staff, it states: "Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-c and the implementing Regulation of the Commissioner of Education prior to conducting a teacher evaluation."

The bargaining unit member shall upon request be entitled to a Union representative being present

B. The Superintendent of Schools (or his/her designee) shall decide the matter based upon the written appeal, information obtained from the evaluating administrator and information obtained at a meeting with the teacher.

C. The Superintendent of Schools shall provide a written determination on the appeal to the member with a copy to the evaluating administrator within fourteen (14) calendar days of the meeting with the Superintendent. The written determination and appeal shall be placed in the member's personnel file.

D. The determination of the Superintendent of Schools is final and binding. It is not subject to any further appeal pursuant to the grievance procedure.

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

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

Lead evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES. All district evaluators are experienced and have been previously trained.

Training for evaluators will consist of a minimum of one full day annually. Evaluator training will address all nine elements listed in Regents Rules Section 30-2.9(b).

All lead evaluators will certify and re-certify using the process modeled by NYSED and approved by the Richfield Springs CSD Board of Education on an annual basis.

The Superintendent will be responsible for ensuring inter-rater reliability and will monitor the observation cycles of all lead evaluators for consistency and alignment to the NYS Teaching Standards on an annual basis.

#### 6.5) Assurances -- Evaluators

Please check the boxes below:

|   |         |
|---|---------|
| Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements: | 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

|   |         |
|---|---------|
| Assure that the district will maintain inter-rater reliability of evaluators over time. | Checked |
|---|---------|

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

|   |         |
|---|---------|
| 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 |
| 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 |
| Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.  | Checked |
| Assure that the evaluation system will be used as a significant factor for employment decisions.  | Checked |
| Assure that teachers will receive timely and constructive feedback as part of the evaluation process.   | Checked |
| 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:

|   |         |
|---|---------|
| 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 |
| Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.   | Checked |
| Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.   | Checked |

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

Created: 04/30/2013

Last updated: 08/03/2015

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

## 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.

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

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

|  |               |
|--|---------------|
|  | PK-6          |
|  | 7-12          |
|  | (No response) |

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

|  | School or Program Type | SLO with Assessment Option | Name of the Assessment  |
|--|------------------------|----------------------------|---|
|  | PK-6                   | State assessment           | NYS 3-6 Math & ELA Assessments  |
|  | 7-12                   | State assessment           | NYS Regents Examinations. NYS Regents Exam in Algebra 1, the ELA Regents and other Regents exams as applicable. |
|  |                        |                            |   |
|  |                        |                            |   |

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

|   |  |
|---|--|
| <p>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.</p> | <p>The district will utilize the State-provided growth score for the above listed principals.</p> <p>If such score represents less than 30% of the students supervised by the principal, the district will set SLOs for the largest course(s) in the building until at least 30% of students are covered.</p> <p>For the PK-6 principal, this will start with grade 3 utilizing the 3-8 NYS assessments in Math and ELA. The 7-12 principal will primarily utilize NYS Regents English and Algebra Regents exams administered as noted below.</p> <p>The district will add additional Regents exam results should the number of scores developed through the Math and ELA regents be insufficient to generate 30% of the students supervised by the principal.</p> <p>Note: The district utilizes the CCSC Algebra Regents exclusively. The district will utilize the higher score of the Comprehensive (2005 Standards) English and the CCSC English Regents in the 2014-15 school year. The CCSC English Regents shall be the sole measure used in the 2015-16 school year and thereafter.</p> <p>The State-provided score will be weighted proportionately with the SLO result(s) for a final HEDI score. The SLO process will be as follows: based upon baseline data, the principal in collaboration with the superintendent will set individual growth targets for each student. The superintendent will approve all targets. The principal will receive a HEDI score based upon the percent of students reaching their targets.</p> <p>The 0-15 point chart which has been attached to his section is used in section 8.1 exclusively. The chart is provided in this section for reference only and is not used for calculating ratings in section 7.3.</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>The work of the principal results in student academic growth that exceeds the agreed upon growth target; 90-100 percent of students meet the growth target for the SLO for each student.</p>  |
| <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>  | <p>The work of the principal results in academic student growth that meets the growth target; 72-89 percent of students meet the growth target for the SLO for each student.</p>   |
| <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>                                     | <p>The work of the principal does not result in academic student growth that meets the growth target; 50-71 percent of students meet the growth target for the SLO for each student.</p>   |
| <p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>                               | <p>The work of the teacher results in student academic growth that is well below the growth target for the SLO; 0-49 percent of students meet the growth target for the SLO for each student.</p>  |

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/867898-1ha0DoqRNw/Principal%20Charts%202014-15.pdf>

**7.4) Special Considerations for Comparable Growth Measures**

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

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

none

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

|   |         |
|---|---------|
| Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.  | Checked |
| Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.  | Checked |
| Assure that procedures for ensuring data accuracy and integrity are being utilized.   | Checked |
| Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs:<br><a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .                       | Checked |
| Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.  | Checked |
| Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.  | Checked |
| Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.   | Checked |
| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Checked |
| Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.                                  | Checked |

## 8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 07/20/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

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

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

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

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

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

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

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

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

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

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

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

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

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

|  | Grade Configuration/Program | Locally-Selected Measure from List of Approved Measures | Assessment  |
|--|-----------------------------|---|---|
|  | 7-12                        | (h) students' progress toward graduation                | Credit accrual grades 9, 10. Based on % of students meeting or exceeding the following targets. A target goal of 5.5 credits for Freshman completion and 11 credits for Sophomore completion. |
|  | PK-6                        | (d) measures used by district for teacher evaluation    | District Developed Assessments grades K-6 in ELA and Math   |
|  |                             |   |   |
|  |                             |   |   |
|  |                             |   |   |
|  |                             |   |   |
|  |                             |   |   |
|  |                             |   |   |

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.*

|  |   |
|--|---|
| <p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p> | <p>Based on the baseline data and subsequent goals for student achievement, the principal and lead evaluator will set the achievement target. All achievement targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below.</p> <p>Secondary Principal will be assessed on the % of students who are awarded credits enabling them to advance in grade ie: 9th graders shall earn 5.5 credits during their Freshman year. 10th graders shall accrue a total of 11 credits by the end of their Sophomore year. % of students achieving target shall be converted using the attached 15 point local chart or the 20 point chart until the value-added model is implemented.</p> |
|--|---|

|   |                  |
|---|------------------|
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See chart in 8.1 |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | See chart in 8.1 |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.              | See chart in 8.1 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.        | See chart in 8.1 |

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/867899-qBFVOWF7IC/Principal%20Charts%2014-15.pdf>

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

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

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

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

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

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

grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

|   |     |
|---|-----|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.           | N/A |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | N/A |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | N/A |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.              | N/A |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.        | N/A |

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

None

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

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

N/A

### 8.5) Assurances

Please check all of the boxes below:

|   |       |
|---|-------|
| Assure that the application of locally developed controls will be rigorous, fair, and transparent   | Check |
| 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 |
| Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.   | Check |
| Assure that procedures for ensuring data accuracy and integrity are being utilized.   | Check |
| 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 |
| Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.   | Check |
| 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 |
| 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 |
| 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 |

|   |       |
|---|-------|
| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Check |
| Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.                                  | Check |

## 9. Other Measures of Effectiveness (Principals)

Created: 04/30/2013

Last updated: 07/20/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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.

|                               |   |
|-------------------------------|---|
| Rubric                        | Multidimensional Principal Performance Rubric |
| Second rubric (if applicable) | (No response)                                 |

#### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

|     |
|-----|
| Yes |
|-----|

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

|               |
|---------------|
| (No response) |
|---------------|

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

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

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

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

(No response)

**9.3) Assurances -- Goals**

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

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

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

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

|  |               |
|--|---------------|
| Structured feedback from teachers using a State-approved tool  | (No response) |
| Structured feedback from students using a State-approved tool  | (No response) |
| Structured feedback from families using a State-approved tool  | (No response) |
| School visits by other trained evaluators  | (No response) |
| 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:

|   |               |
|---|---------------|
| Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process | (No response) |
|---|---------------|

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

|   |         |
|---|---------|
| Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.  | Checked |
| 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 |
| Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.  | Checked |
| 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 six Domains of Multidimensional Principal Performance Rubric directly align with the six ISLLC Standards. Rubric points will be broken down as follows: Domains Two, Three, and Four will be worth 15 points each. Domains One, Five, and Six/Seven(collectively) will be worth five points each.

Domain 1 – Shared Vision of Learning: 5 points.

- Each dimension will be worth a possible 2.5 points, with Highly Effective worth 2.5; Effective worth 1.875; Developing worth 1.250; and Ineffective worth 0.625.

Domain 2 – School Culture and Instructional Program: 15 points.

- Each dimension will be worth a possible 3 points, with Highly Effective worth 3.0; Effective worth 2.25; Developing worth 1.50; and Ineffective worth 0.75.

Domain 3 – Safe, Efficient, Effective Learning Environment: 15 points.

- Each dimension will be worth a possible 3.75 points, with Highly Effective worth 3.75; Effective worth 2.813; Developing worth 1.875; and Ineffective worth 0.9375.

Domain 4 – Community: 15 points

- Each dimension will be worth a possible 5 points, with Highly Effective worth 5.0; Effective worth 3.75; Developing worth 2.50; and Ineffective worth 1.25.

Domain 5 – Integrity, Fairness, Ethics: 5 points

- Each dimension will be worth a possible 2.5 points, with Highly Effective worth 2.5; Effective worth 1.875; Developing worth 1.25; and Ineffective worth 0.625.

Domain 6 & 7 – Political, Social, Economic, Legal and Cultural Context: 5 points collectively.

- Each dimension will be worth a possible 0.8333 points, with Highly Effective worth 0.8333; Effective worth 0.625; Developing worth 0.4167; and Ineffective worth 0.2083.

The six domains will be totaled to a scale of 60 points and will be the final score. Any administrator receiving an Ineffective in ALL elements will receive a score of zero.

Rounding Rules: Per evaluation, scores ending with .5 or higher will be rounded up to the next integer, following common mathematics practices, unless it results in a principal moving into a new scoring band. Scores ending with .4 or lower will be rounded down to the next integer, following common mathematics practices.

Announced visits will then be calculated as .67 of the overall percentage of the 60 points, and unannounced will comprise .33 of the overall 60 points.

Based on each visit, a score 0-60 will be assigned. For probationary administrators the scores for multiple, announced visits will be averaged to result in a final "announced" HEDI score. The final "announced" and "unannounced" HEDI scores will be weighted, based upon the description above and added together to result in a final HEDI score from 0-60.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5143/199810-pMADJ4gk6R/Prinipal%20Rubric.doc>

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

|  |  |
|--|--|
| Highly Effective: Overall performance and results exceed standards.                      | The work of the principal results in achievement of the ISLLC Standards falls within the district determined Highly Effective achievement target range, 55-60. |
| Effective: Overall performance and results meet standards.                               | The work of the principal results in achievement of the ISLLC Standards falls within the district determined Effective achievement target range, 35-54.        |
| Developing: Overall performance and results need improvement in order to meet standards. | The work of the principal results in achievement of the ISLLC Standards falls within meets the district determined Developing achievement target range, 11-34. |
| Ineffective: Overall performance and results do not meet standards.                      | The work of the principal results in achievement of the ISLLC Standards falls within the district determined Ineffective achievement target range, 0-10.       |

Please provide the locally-negotiated 60 point scoring bands.

|                  |       |
|------------------|-------|
| Highly Effective | 55-60 |
| Effective        | 35-54 |
| Developing       | 11-34 |

|             |      |
|-------------|------|
| Ineffective | 0-10 |
|-------------|------|

**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: 04/30/2013

Last updated: 07/20/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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)                                |
|---------------------------------|---|---|---|
| <b>Highly Effective</b>         | 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.                            |
| <b>Effective</b>                | 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.                              |
| <b>Developing</b>               | 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. |
| <b>Ineffective</b>              | Results are well below state average for similar students (or District goals if no state test). | Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Overall performance and results do not meet ISLLC leadership standards.                       |

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

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

| Where there is no Value-Added measure | Growth or Comparable Measures | Locally-selected Measures of growth or achievement | Other Measures of Effectiveness (60 points) | Overall Composite Score |
|---------------------------------------|-------------------------------|--|---|-------------------------|
| <b>Highly Effective</b>               | <b>18-20</b>                  | <b>18-20</b>                                       | <b>Ranges determined locally--see below</b> | <b>91-100</b>           |
| <b>Effective</b>                      | <b>9-17</b>                   | <b>9-17</b>  |   | <b>75-90</b>            |
| <b>Developing</b>                     | <b>3-8</b>                    | <b>3-8</b>   |   | <b>65-74</b>            |
| <b>Ineffective</b>                    | <b>0-2</b>                    | <b>0-2</b>   |   | <b>0-64</b>             |

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 | 55-60 |
| Effective        | 35-54 |
| Developing       | 11-34 |

|             |      |
|-------------|------|
| Ineffective | 0-10 |
|-------------|------|

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

| Where Value-Added growth measure applies | Growth or Comparable Measures | Locally-selected Measures of growth or achievement | Other Measures of Effectiveness (60 points) | Overall Composite Score |
|--|-------------------------------|--|---|-------------------------|
| Highly Effective                         | 22-25                         | 14-15  | Ranges determined locally--see above        | 91-100                  |
| Effective                                | 10-21                         | 8-13   |   | 75-90                   |
| Developing                               | 3-9                           | 3-7  |   | 65-74                   |
| Ineffective                              | 0-2                           | 0-2  |   | 0-64                    |

# 11. Additional Requirements - Principals

Created: 04/30/2013

Last updated: 08/03/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

|  |         |
|--|---------|
| 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 |
| Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas | Checked |

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/867902-Df0w3Xx5v6/PIP%20Richfield%2015-16.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:

SECTION VI: APPEALPROCESS

Richfield Springs Central School District

## Principal APPR Appeal Process

### CHALLENGES IN AN APPEAL:

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

- (1) The substance of the annual professional performance review;
- (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

### RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

### PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

### TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan. Any extension of the time to appeal will be timely, expeditious and in compliance with Education Law 3012-c.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance

review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

#### TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

#### DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

#### DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

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

#### EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals

related to a professional performance review and/or improvement plan.

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
3. The cost of a hearing officer shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

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

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

Lead evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES, who is also the HFHO BOCES Network Team Leader. In partnership with other members of the Staff/Curriculum Development Network (SCDN) across the state, the Network Team Leader turnkeys and augments the ongoing training provided by NYSED on all nine elements mandated by 3012c. Said training will last a minimum of one day and cover the nine elements defined in Regulation 30-2.9(b). All lead evaluators will certify and re-certify using the process modeled by NYSED and approved by the Richfield Springs CSD Board of Education on an annual basis. The Superintendent will be responsible for ensuring inter-rater reliability and will monitor the observation cycles of all lead evaluators for consistency and alignment to the ISLLC Standards annually.

**11.5) Assurances -- Evaluators**

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

|   |         |
|---|---------|
| Assure that the district will maintain inter-rater reliability of evaluators over time. | Checked |
|---|---------|

### 11.6) Assurances -- Principals

Please check all of the boxes below:

|   |         |
|---|---------|
| 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 |
| 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 |
| Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.  | Checked |
| Assure that the evaluation system will be used as a significant factor for employment decisions.  | Checked |
| Assure that principals will receive timely and constructive feedback as part of the evaluation process.   | Checked |

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:

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

Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.

Checked

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: 04/30/2013

Last updated: 08/05/2015

---

### Page 1

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

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/867903-3Uqgn5g9lu/Certifications%208-4-2015.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.

**Richfield Springs Central School**

Teacher Name: \_\_\_\_\_

Class: \_\_\_\_\_ **STATE SLO**

|                            |  |       |       |       |       |       |           |       |           |       |       |       |       |       |       |       |       |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
|----------------------------|--|-------|-------|-------|-------|-------|-----------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|---|---|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| Population                 |  |       |       |       |       |       |           |       |           |       |       |       |       |       |       |       |       |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Learning Content           |  |       |       |       |       |       |           |       |           |       |       |       |       |       |       |       |       |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Interval                   |  |       |       |       |       |       |           |       |           |       |       |       |       |       |       |       |       |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Evidence                   |  |       |       |       |       |       |           |       |           |       |       |       |       |       |       |       |       |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Baseline                   |  |       |       |       |       |       |           |       |           |       |       |       |       |       |       |       |       |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Target(s) and HEDI scoring | <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td>20</td><td>19</td><td>18</td><td>17</td><td>16</td><td>15</td><td>14</td><td><u>13</u></td><td>12</td><td>11</td><td>10</td><td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>0</td> </tr> <tr> <td>97-100</td><td>94-96</td><td>90-93</td><td>88-89</td><td>86-87</td><td>84-85</td><td>82-83</td><td>80-81</td><td>78-79</td><td>76-77</td><td>74-75</td><td>72-73</td><td>69-71</td><td>66-68</td><td>63-65</td><td>60-62</td><td>57-59</td><td>50-56</td><td>41-49</td><td>21-40</td><td>0-20</td> </tr> </table> | 20    | 19    | 18    | 17    | 16    | 15        | 14    | <u>13</u> | 12    | 11    | 10    | 9     | 8     | 7     | 6     | 5     | 4     | 3     | 2    | 1 | 0 | 97-100 | 94-96 | 90-93 | 88-89 | 86-87 | 84-85 | 82-83 | 80-81 | 78-79 | 76-77 | 74-75 | 72-73 | 69-71 | 66-68 | 63-65 | 60-62 | 57-59 | 50-56 | 41-49 | 21-40 | 0-20 |
| 20                         | 19   | 18    | 17    | 16    | 15    | 14    | <u>13</u> | 12    | 11        | 10    | 9     | 8     | 7     | 6     | 5     | 4     | 3     | 2     | 1     | 0    |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| 97-100                     | 94-96  | 90-93 | 88-89 | 86-87 | 84-85 | 82-83 | 80-81     | 78-79 | 76-77     | 74-75 | 72-73 | 69-71 | 66-68 | 63-65 | 60-62 | 57-59 | 50-56 | 41-49 | 21-40 | 0-20 |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Rationale                  | <p><b><u>This table is an element of Section 2. “State Growth or Comparable Measures for Teachers” Table applies to all grades K-12.</u></b></p> <p><b><u>Note: The District reserves the right to review all targets and require additional changes and is responsible for insuring that targets represent one year’s grade level growth.</u></b></p>   |       |       |       |       |       |           |       |           |       |       |       |       |       |       |       |       |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Admin Signature \_\_\_\_\_ Date \_\_\_\_\_

Richfield Springs Central School

Teacher Name: \_\_\_\_\_ Class: \_\_\_\_\_

|                            |  |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |
|----------------------------|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|-----|-----|----|---|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|-----|-----|----|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|----|----|----|
| Population                 |  |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |
| Learning Content           |  |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |
| Interval                   |  |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |
| Evidence                   |  |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |
| Baseline                   |  |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |
| Target(s) and HEDI scoring | <table border="1"> <tr> <td>20</td><td>19</td><td>18</td><td>17</td><td>16</td><td>15</td><td>14</td><td>13</td><td>12</td><td>11</td><td>10</td><td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>0</td> </tr> <tr> <td>97-</td><td>94-</td><td>91-</td><td>89-</td><td>86-</td><td>83-</td><td>80-</td><td>77-</td><td>74-</td><td>71-</td><td>68-</td><td>65-</td><td>63-</td><td>61-</td><td>59-</td><td>58</td><td>57</td><td>56</td><td>45-</td><td>25-</td><td>0-</td> </tr> <tr> <td>100</td><td>96</td><td>93</td><td>90</td><td>88</td><td>85</td><td>82</td><td>79</td><td>76</td><td>73</td><td>70</td><td>67</td><td>64</td><td>62</td><td>60</td><td></td><td></td><td></td><td>55</td><td>44</td><td>24</td> </tr> </table> | 20  | 19  | 18  | 17  | 16  | 15  | 14  | 13  | 12  | 11  | 10  | 9   | 8   | 7  | 6  | 5  | 4   | 3   | 2  | 1 | 0 | 97- | 94- | 91- | 89- | 86- | 83- | 80- | 77- | 74- | 71- | 68- | 65- | 63- | 61- | 59- | 58 | 57 | 56 | 45- | 25- | 0- | 100 | 96 | 93 | 90 | 88 | 85 | 82 | 79 | 76 | 73 | 70 | 67 | 64 | 62 | 60 |  |  |  | 55 | 44 | 24 |
| 20                         | 19   | 18  | 17  | 16  | 15  | 14  | 13  | 12  | 11  | 10  | 9   | 8   | 7   | 6   | 5  | 4  | 3  | 2   | 1   | 0  |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |
| 97-                        | 94-  | 91- | 89- | 86- | 83- | 80- | 77- | 74- | 71- | 68- | 65- | 63- | 61- | 59- | 58 | 57 | 56 | 45- | 25- | 0- |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |
| 100                        | 96   | 93  | 90  | 88  | 85  | 82  | 79  | 76  | 73  | 70  | 67  | 64  | 62  | 60  |    |    |    | 55  | 44  | 24 |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |
| Rationale                  | <p style="text-align: center;"><b>This table is an element of Section 3.<br/>“Locally selected Measures-Teachers”<br/>Table applies to grades 4-8</b></p>  |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |   |   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |     |    |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |    |    |    |

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Admin Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher

15% Value Added Local

|     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |    |
|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|----|
| 15  | 14  | 13  | 12  | 11  | 10  | 9   | 8  | 7   | 6   | 5   | 4   | 3   | 2   | 1   | 0  |
| 96- | 91- | 89- | 86- | 83- | 80- | 78- | 77 | 73- | 71- | 69- | 67- | 65- | 57- | 46- | 0- |
| 100 | 95  | 90  | 88  | 85  | 82  | 79  |    | 76  | 72  | 70  | 68  | 66  | 64  | 56  | 45 |

**Richfield Springs Central School**

Teacher Name: \_\_\_\_\_

Class: \_\_\_\_\_

**LOCAL SLO**

|                            |   |       |       |       |       |       |           |       |           |       |       |       |       |       |    |    |    |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |    |    |    |       |       |      |
|----------------------------|---|-------|-------|-------|-------|-------|-----------|-------|-----------|-------|-------|-------|-------|-------|----|----|----|-------|-------|------|---|---|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----|----|----|-------|-------|------|
| Population                 |   |       |       |       |       |       |           |       |           |       |       |       |       |       |    |    |    |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |    |    |    |       |       |      |
| Learning Content           |   |       |       |       |       |       |           |       |           |       |       |       |       |       |    |    |    |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |    |    |    |       |       |      |
| Interval                   |   |       |       |       |       |       |           |       |           |       |       |       |       |       |    |    |    |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |    |    |    |       |       |      |
| Evidence                   |   |       |       |       |       |       |           |       |           |       |       |       |       |       |    |    |    |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |    |    |    |       |       |      |
| Baseline                   |   |       |       |       |       |       |           |       |           |       |       |       |       |       |    |    |    |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |    |    |    |       |       |      |
| Target(s) and HEDI scoring | <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td>20</td><td>19</td><td>18</td><td>17</td><td>16</td><td>15</td><td>14</td><td><u>13</u></td><td>12</td><td>11</td><td>10</td><td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>0</td> </tr> <tr> <td>97-100</td><td>94-96</td><td>91-93</td><td>89-90</td><td>86-88</td><td>83-85</td><td>80-82</td><td>77-79</td><td>74-76</td><td>71-73</td><td>68-70</td><td>65-67</td><td>63-64</td><td>61-62</td><td>59-60</td><td>58</td><td>57</td><td>56</td><td>45-55</td><td>25-44</td><td>0-24</td> </tr> </table> | 20    | 19    | 18    | 17    | 16    | 15        | 14    | <u>13</u> | 12    | 11    | 10    | 9     | 8     | 7  | 6  | 5  | 4     | 3     | 2    | 1 | 0 | 97-100 | 94-96 | 91-93 | 89-90 | 86-88 | 83-85 | 80-82 | 77-79 | 74-76 | 71-73 | 68-70 | 65-67 | 63-64 | 61-62 | 59-60 | 58 | 57 | 56 | 45-55 | 25-44 | 0-24 |
| 20                         | 19  | 18    | 17    | 16    | 15    | 14    | <u>13</u> | 12    | 11        | 10    | 9     | 8     | 7     | 6     | 5  | 4  | 3  | 2     | 1     | 0    |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |    |    |    |       |       |      |
| 97-100                     | 94-96   | 91-93 | 89-90 | 86-88 | 83-85 | 80-82 | 77-79     | 74-76 | 71-73     | 68-70 | 65-67 | 63-64 | 61-62 | 59-60 | 58 | 57 | 56 | 45-55 | 25-44 | 0-24 |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |    |    |    |       |       |      |
| Rationale                  | <p><b>This table is an element of Section 3.<br/>                     “Locally selected Measures-Teachers”<br/>                     Table applies to all grades K-12</b></p>  |       |       |       |       |       |           |       |           |       |       |       |       |       |    |    |    |       |       |      |   |   |        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |    |    |    |       |       |      |

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Admin Signature \_\_\_\_\_ Date \_\_\_\_\_

# TEACHER IMPROVEMENT PLAN

|  |                             |
|--|-----------------------------|
| <b>Teacher's Name:</b> _____   | <b>Tenured:</b> Yes      No |
| <b>School Building:</b> _____  | <b>School Year:</b> _____   |
| <b>Collaborative Meeting Dates:</b> 1 <sup>st</sup> 2 <sup>nd</sup><br>3 <sup>rd</sup> | _____                       |
| <b>Dates of implementation for this plan:</b> _____                                    | _____                       |
| <b>Submitted by:</b> _____   | <b>Title:</b> _____         |

## Check specific focus area(s) of Professional Practice Standards to be improved:

- |                                |                                 |                               |
|--------------------------------|---------------------------------|-------------------------------|
| Knowledge of Students/Learning | Learning Environment            | Professional Responsibilities |
| Knowledge of Content/Planning  | Assessment for Student Learning |                               |
| Instructional Practice         | Professional Growth             |                               |

**Specific goals for improvement in each area:**

| <b>Focus Area #1</b> | <b>Administrator Initiated</b> | <b>Teacher Initiated</b> |
|----------------------|--------------------------------|--------------------------|
|----------------------|--------------------------------|--------------------------|

**Goals for Improvement:**

**Strategies and Activities** *(with timelines if applicable):*

**Supports and Resources:**

| <b>Focus Area #2</b> | <b>Administrator Initiated</b> | <b>Teacher Initiated</b> |
|----------------------|--------------------------------|--------------------------|
|----------------------|--------------------------------|--------------------------|

**Goals for Improvement:**

**Strategies and Activities** *(with timelines if applicable):*

**Supports and Resources:**

| <b>Focus Area #3</b> | <b>Administrator Initiated</b> | <b>Teacher Initiated</b> |
|----------------------|--------------------------------|--------------------------|
|----------------------|--------------------------------|--------------------------|

**Goals for Improvement:**

**Strategies and Activities** *(with timelines if applicable):*

**Supports and Resources:**

**Indicators of Progress:**

**Evaluation Procedures:**

**Evaluation Timeline and Review Periods:**

\_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ to \_\_\_\_\_

Meeting: \_\_\_\_\_  
Meeting: \_\_\_\_\_  
Meeting: \_\_\_\_\_  
Meeting: \_\_\_\_\_

Educator's Name: *(Please print)* \_\_\_\_\_

Date: \_\_\_\_\_

Educator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature and Title: \_\_\_\_\_

Date: \_\_\_\_\_

Union Representative's Signature and Title: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Original: Personnel File  
Copy: Teacher

**Richfield Springs Central School 2014-15**

**Administrative Schedule**

Principal RUBRIC LOCAL

|        |       |       |       |       |       |       |    |       |       |       |       |       |       |       |      |
|--------|-------|-------|-------|-------|-------|-------|----|-------|-------|-------|-------|-------|-------|-------|------|
| 15     | 14    | 13    | 12    | 11    | 10    | 9     | 8  | 7     | 6     | 5     | 4     | 3     | 2     | 1     | 0    |
| 96-100 | 91-95 | 89-90 | 86-88 | 83-85 | 80-82 | 78-79 | 77 | 73-76 | 71-72 | 69-70 | 67-68 | 65-66 | 57-64 | 46-56 | 0-45 |

Principal HEDI Chart

| HEDI Scoring | HIGHLY EFFECTIVE |        |        | EFFECTIVE |        |        |        |        |        |        |        | DEVELOPING |        |        |        |        | INEFFECTIVE |        |        |        |       |
|--------------|------------------|--------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|--------|--------|--------|-------|
|              | 20               | 19     | 18     | 17        | 16     | 15     | 14     | 13     | 12     | 11     | 10     | 9          | 8      | 7      | 6      | 5      | 4           | 3      | 2      | 1      | 0     |
|              | 97-100           | 94-96% | 90-93% | 88-89%    | 86-87% | 84-85% | 83-83% | 80-81% | 78-79% | 76-77% | 74-75% | 72-73%     | 69-71% | 66-68% | 63-65% | 60-62% | 57-59%      | 50-56% | 41-49% | 21-40% | 0-20% |

*82-83  
A.D.M.*

*57-59  
A.D.M.*

**Richfield Springs Central School 2014-15**

**Administrative Schedule**

Principal RUBRIC LOCAL

|        |       |       |       |       |       |       |    |       |       |       |       |       |       |       |      |
|--------|-------|-------|-------|-------|-------|-------|----|-------|-------|-------|-------|-------|-------|-------|------|
| 15     | 14    | 13    | 12    | 11    | 10    | 9     | 8  | 7     | 6     | 5     | 4     | 3     | 2     | 1     | 0    |
| 96-100 | 91-95 | 89-90 | 86-88 | 83-85 | 80-82 | 78-79 | 77 | 73-76 | 71-72 | 69-70 | 67-68 | 65-66 | 57-64 | 46-56 | 0-45 |

Principal HEDI Chart

| HEDI Scoring | HIGHLY EFFECTIVE |        |        | EFFECTIVE |        |        |        |        |        |        |        | DEVELOPING |        |        |        |        | INEFFECTIVE |        |        |        |       |
|--------------|------------------|--------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|--------|--------|--------|-------|
|              | 20               | 19     | 18     | 17        | 16     | 15     | 14     | 13     | 12     | 11     | 10     | 9          | 8      | 7      | 6      | 5      | 4           | 3      | 2      | 1      | 0     |
|              | 97-100           | 94-96% | 90-93% | 88-89%    | 86-87% | 84-85% | 83-83% | 80-81% | 78-79% | 76-77% | 74-75% | 72-73%     | 69-71% | 66-68% | 63-65% | 60-62% | 57-59%      | 50-56% | 41-49% | 21-40% | 0-20% |

*82-83  
A.D.M.*

*57-59  
A.D.M.*

# Other Measures of Effectiveness

## Multidimensional Principal Performance Rubric

Circle the point total in each domain that most effectively reflects the performance of the principal. Add the total number of points to yield one total score for Other Measures of Effective. The lowest possible score is 0 and the highest is 60.

### Domain 1 – Shared Vision of Learning (5)

|   |   |  |  |
|---|---|--|--|
| Ineffective in creating a shared vision | Need to improve in creating a shared vision of learning | A strong performance in creating a shared vision of learning | An exemplary performance in creating a shared vision of learning |
| 0                                       | 1                      2                                | 3                      4                                     | 5  |

### Domain 2 – School Culture and Instruction Program (15)

|   |   |  |  |
|---|---|--|--|
| Ineffective in creating a positive school culture and instructional program | Need to improve in creating a positive school culture and instructional program | A strong performance in creating a positive school culture and instructional program | An exemplary performance in creating a positive school culture and instructional program |
| 0                      1                      2                             | 3      4      5      6      7   | 8      9      10      11      12   | 13                      14                      15                                       |

### Domain 3 – Safe, Efficient, Effective Learning Environment (15)

|  |  |   |   |
|--|--|---|---|
| Ineffective in creating a safe, efficient and effective learning environment | Need to improve in creating a safe, efficient and effective learning environment | A strong performance in creating a safe, efficient and effective learning environment | An exemplary performance in creating a safe, efficient and effective learning environment |
| 0                      1                      2                              | 3      4      5      6      7  | 8      9      10      11      12  | 13                      14                      15  |

### Domain 4 – Community (15)

|   |   |                                    |  |
|---|---|------------------------------------|--|
| Ineffective in creating a sense of school community | Need to improve the sense of school community | A strong sense of school community | An exemplary sense of school community             |
| 0                      1                      2     | 3      4      5      6      7                 | 8      9      10      11      12   | 13                      14                      15 |

### Domain 5 – Integrity, Fairness, Ethics (5)

|  |  |  |  |
|--|--|--|--|
| Ineffective in reflecting integrity, fairness and ethics | Need to improve integrity, fairness and ethics | A strong performance of integrity, fairness and ethics | An exemplary sense of integrity, fairness and ethics |
| 0  | 1                      2                       | 3                      4                               | 5  |



## **SECTION V: IMPROVEMENT PLAN**

### **Richfield Springs CSD**

#### **Principal Improvement Plan Process**

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

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least three times during the year: the first between October 15 and October 31, the second between December 1 and December 15 and the third between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

# Richfield Springs Central School District Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

October:

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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



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

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

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

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

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

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

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

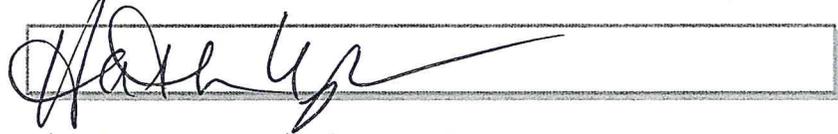
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

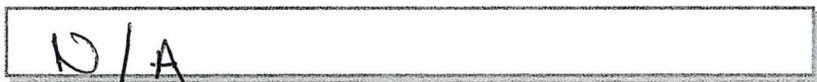
Superintendent Signature: Date: August 4, 2015



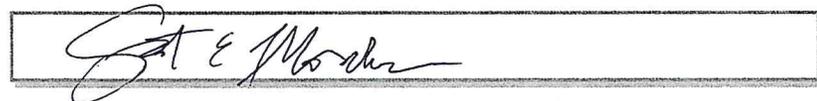
Teachers Union President Signature: Date: August 4, 2015



Administrative Union President Signature: Date:



Board of Education President Signature: Date: August 4, 2015



**For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:**

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature:      Date:

8-4-14

