



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
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December 18, 2012

Karen D. Krause, Superintendent
Ripley Central School District
12 North State Street
P.O. Box 688
Ripley, NY 14775

Dear Superintendent Krause:

Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: David P. O'Rourke

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 09, 2012

Updated Tuesday, December 11, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 062401040000

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

062401040000

1.2) School District Name: RIPLEY CSD

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

RIPLEY CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012- 2014

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

Created Wednesday, May 23, 2012

Updated Tuesday, December 11, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	4-8 ELA NYS Assessments
1	School-or BOCES-wide, group or team results based on State assessments	4-8 ELA NYS Assessments
2	School-or BOCES-wide, group or team results based on State assessments	4-8 ELA NYS Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each 3rd grade teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain their target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. the percent will be converted to HEDI. See attachment 2.11. The district will develop a group SLO, as comparable growth measures for K-2 ELA teachers, since the growth measure will not be provided by the State. The SLO will be based upon the results of the 4-8 NYS ELA assessments.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached in 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	4-8 Math NYS Assessments
1	School-or BOCES-wide, group or team results based on State assessments	4-8 Math NYS Assessments
2	School-or BOCES-wide, group or team results based on State assessments	4-8 Math NYS Assessments
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each 3rd grade teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain their target score. The number of students making progress or meeting and exceeding the target will
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be counted and converted to a percent. the percent will be converted to HEDI. See attachment 2.11.

The district will develop a group SLO, as comparable growth measures for K-2 Math teachers, since the growth measure will not be provided by the State. The SLO will be based upon the results of the 4-8 NYS MATH assessments.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). See attached in 2.11

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). See attached in 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). See attached in 2.11

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). See attached in 2.11

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	N/A
7	District, regional or BOCES-developed assessment	Erie 2 BOCES developed 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain their target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. the percent will be converted to HEDI. See attachment 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). See attached in 2.11

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). See attached in 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached in 2.11

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	N/A
7	District, regional or BOCES-developed assessment	Erie 2 BOCES developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Erie 2 BOCES developed grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain their target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. the percent will be converted to HEDI. See attachment 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11

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	Ripley Central School locally created Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain their target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. the percent will be converted to HEDI. See attachment 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain their target score. The number of students
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making progress or meeting and exceeding the target will be counted and converted to a percent. the percent will be converted to HEDI. See attachment 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11

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	Not applicable	Not applicable
Algebra 2	Regents assessment	Regents assessment

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

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

Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain their target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. the percent will be converted to HEDI. See attachment 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11

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	Ripley Central School locally developed English 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Ripley Central School locally developed English 10 assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain their target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. the percent will be converted to HEDI. See attachment 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Special Education Teachers K-6	School/BOCES-wide/group/t am results based on State	4-8 State NYS Assessments in ELA and Math
Special Education Teachers 9-12	School/BOCES-wide/group/t am results based on State	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
Art	School/BOCES-wide/group/t am results based on State	4-8 NYS Assessments in ELA and Math and ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams

Music	School/BOCES-wide/group/term results based on State	4-8 NYS Assessments in ELA and Math and ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
PE/Health	School/BOCES-wide/group/term results based on State	4-8 NYS Assessments in ELA and Math and ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
Technology	School/BOCES-wide/group/term results based on State	4-8 NYS Assessments in ELA and Math and ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
FACS	School/BOCES-wide/group/term results based on State	4-8 NYS Assessments in ELA and Math and ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop a group SLO, as comparable growth measures for K-2 ELA teachers, since the growth measure will not be provided by the State. The SLO will be based upon the results of the 4-8 NYS ELA assessments.
	The district will develop a group SLO, as comparable growth measure for special area teachers listed above, since the growth measure will not be provided by the State. The SLO for special area teachers of student in grades K- 8 will be based upon the results of the 4-8 NYS ELA and Math assessments. The SLO for special area teachers of student in grades 9-12 will be based upon the results of the NYS Regents Exams in Integrated Algebra, Global Studies, US History and Earth Science.
	The SLO for special area teachers of student in grades K-12 will be a weighted average based upon the results of the 4-8 NYS ELA and Math assessments and upon the results of the NYS Regents Exams in Algebra, Global Studies, US History and Earth Science.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached in 2.11

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

assets/survey-uploads/5364/132631-avH4IQNZMh/APPR Attachment 2.11.docx

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/132631-TXEttx9bQW/APPR Attachment 2.11.docx

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked

2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	Grades 4-8 NYS Assessments in ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>Using data from third party assessments, NYS assessment results and other student data, student achievement targets will be developed by principals and teachers for ELA teachers of students in grades 4-8.</p> <p>The expectation for the level of performance required for each HEDI category for ELA teachers in grades 4-6 will be based on the percentage of students who have demonstrated achievement (defined as students performing at/above grade level) by comparing the fall benchmark assessment to the final benchmark assessment in the spring.</p> <p>The expectation for the level of performance required for each HEDI category for ELA teachers in grades 7-8 will be based on the percentage of students who have demonstrated proficiency (defined as achieving a level 3 or 4) on the NYS ELA Assessment.</p> <p>HEDI categories will be assigned based on the percentage of students meeting targets.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise

6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	6(ii) School wide measure computed locally	Grades 4-8 NYS Assessment in Math
8	6(ii) School wide measure computed locally	Grades 4-8 NYS Assessment in Math

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>Using data from third party assessments, NYS assessment results and other student data, student achievement targets will be developed by principals and teachers for Math teachers of students in grades 4-8.</p> <p>The expectation for the level of performance required for each HEDI category for Math teachers in grades 4-6 will be based on the percentage of students who have demonstrated achievement (defined as students performing at/above grade level) by comparing the fall benchmark assessment to the final benchmark assessment in the spring.</p> <p>The expectation for the level of performance required for each HEDI category for Math teachers in grades 7-8 will be based on the percentage of students who have demonstrated proficiency (defined as achieving a level 3 or 4) on the NYS Math Assessment.</p> <p>HEDI categories will be assigned based on the percentage of students meeting targets.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Reading Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	<p>Using data from third party assessments and other student data, student achievement targets will be developed by principals and teachers for ELA teachers of students in grades K-3.</p> <p>The expectation for the level of performance required for each HEDI category for ELA teachers in grades K-3 will be based on the percentage of students who have demonstrated achievement (defined as students performing at/above grade level) by comparing the fall benchmark assessment to the final benchmark assessment in the spring.</p> <p>HEDI categories will be assigned based on the percentage of students meeting targets.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	See attachment 3.13

for grade/subject.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Ripley Central School developed grade k math assessment
1	6(ii) School-wide measure computed locally	Ripley Central School developed grade 1 math assessment
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	<p>Using data from third party assessments and other student data, student achievement targets will be developed by principals and teachers for Math teachers of students in grades K-3.</p> <p>The expectation for the level of performance required for each HEDI category for Math teachers in grades K-3 will be based on the percentage of students who have demonstrated achievement (defined as students performing at/above grade level) by comparing the fall benchmark assessment to the final benchmark assessment in the spring.</p> <p>HEDI categories will be assigned based on the percentage of students meeting targets.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA
7	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA
8	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA

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.	Using data from third party assessments, NYS assessment results and other student data, a combined student achievement target will be developed by principals and teachers for teachers of students in grades 6-8 science. The expectation for the level of performance required for each HEDI category for teachers of grades 6-8 sciences will be based on the percentage of students who have demonstrated proficiency (defined as achieving a level 3 or 4) on the NYS ELA and Math Assessments. HEDI categories will be assigned based on the percentage of students meeting targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA
7	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data from third party assessments, NYS assessment results and other student data, a combined student achievement target will be developed by principals and teachers for teachers of students in grades 6-8 social studies.
	The expectation for the level of performance required for each HEDI category for teachers of grades 6-8 social studies will be based on the percentage of students who have demonstrated proficiency (defined as achieving a level 3 or 4) on the NYS ELA and Math Assessments.
	HEDI categories will be assigned based on the percentage of students meeting targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
Global 2	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams

American History	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
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For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data from NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science results and other student data, a combined student achievement target will be developed by principals and teachers for teachers of students in grades 9-12 high social studies. The expectation for the level of performance required for each HEDI category for teachers of 9-12 high social studies will be based on the percentage of students who have demonstrated proficiency (defined as achieving 65 or above) on the NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science. HEDI categories will be assigned based on the percentage of students meeting targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams

Earth Science	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
Chemistry	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
Physics	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams

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.	Using data from NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science results and other student data, a combined student achievement target will be developed by principals and teachers for teachers of students in grades 9-12 high school science. The expectation for the level of performance required for each HEDI category for teachers of 9-12 high school science will be based on the percentage of students who have demonstrated proficiency (defined as achieving 65 or higher) on the NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science. HEDI categories will be assigned based on the percentage of students meeting targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
Geometry	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
Algebra 2	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data from NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science results and other student data, a combined student achievement target will be developed by principals and teachers for teachers of students in grades 9-12 high school math. The expectation for the level of performance required for each HEDI category for teachers of 9-12 high school math will be based on the percentage of students who have demonstrated proficiency (defined as achieving 65 or above) on the NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science. HEDI categories will be assigned based on the percentage of students meeting targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data from NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science results and other student data, a combined student achievement target will be developed by principals and teachers for teachers of students in grades 9-12 high school ELA. The expectation for the level of performance required for each HEDI category for teachers of 9-12 high school ELA will be based on the percentage of students who have demonstrated proficiency (defined as achieving a 65 or higher) on the NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science. HEDI categories will be assigned based on the percentage of students meeting targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
PE	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA
Art	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA
Music	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA
Technology	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA
FACS	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA
Special Education Teachers K-6	4) State-approved 3rd party	STAR Reading Enterprise and STAR Math Enterprise
Special Education Teachers 7-12	6(ii) School wide measure computed locally	4-8 NYS Assessment in Math and ELA and ELA, Integrated Algebra, Global Studies, US History and Earth Science NYS Regents Exams

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.

<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>Using data from third party assessments, NYS assessment results and other student data, student achievement targets will be developed by principals and teachers for special area teachers (PE, Art, Music, Technology and FACS) of students in grades 4-8.</p> <p>The expectation for the level of performance required for each HEDI category for special area teachers (PE, Art, Music, Technology and FACS) of students in grades 4-8 will be based on the percentage of students who have demonstrated proficiency (defined as achieving a level 3 or 4) on the NYS ELA and Math Assessments.</p> <p>Using data from third party assessments and other student data, student achievement targets will be developed by principals and teachers for special education teachers of students in grades K-6</p> <p>The expectation for the level of performance required for each HEDI category for special education teachers of</p>
--	--

students in grades K-6 will be based on the percentage of students who have demonstrated achievement (defined as performing at/above grade level) by comparing the fall benchmark assessment to the final benchmark assessment in the spring.

Using data from NYS ELA and Math 4-8 Assessments and NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science and other student data, student achievement targets will be developed by principals and teachers for special education teachers of students in grades 7-12.

The expectation for the level of performance required for each HEDI category for special education teachers of students in grades 7-12 will be based on a weighted average of the percentage of students who have demonstrated proficiency (defined as achieving a level 3 or 4) on the NYS ELA and Math 4-8 Assessments and the percentage of students who have demonstrated proficiency (defined as achieving 65 or higher) on the NYS Regents in ELA, Integrated Algebra, Global Studies, US History and Earth Science.

HEDI categories will be assigned based on the percentage of students meeting targets.

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

See attachment 3.13

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

See attachment 3.13

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

See attachment 3.13

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

See attachment 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/132731-y92vNseFa4/APPR Attachment 3.3.docx

3.14) Locally Developed Controls

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

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.

If a teacher has more than one HEDI score, scores will be weighted according to student enrollment in a course.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 24, 2012

Updated Wednesday, December 12, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

I. Classroom Observations:

- a. All observations will be conducted by the Principal in person.
- b. One of the observations will be unannounced and duration will be at least 15 minutes.
- c. Tenured teachers will have one (1) formal and one (1) informal observation.
- d. Probationary teachers will have two (2) formal observations and one (1) informal.

II. Teacher Artifact Collection:

- a. Evaluation of teacher performance on non-observable rubric components will be conducted using artifacts submitted by the teacher.
- b. Examples of these artifacts include:

- *Teacher grade and lesson plan books*
- *Student work samples*
- *Parent phone log or communicating with families*
- *Evidence of teacher participation in professional community*
- *Evidence of teacher participation in school community*
- *Professional Development Log*
- *Self-reflections*

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

assets/survey-uploads/5091/132749-eka9yMJ855/Scoring Procedures RCS_2.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers must score an overall average of 3.5 or above to receive this rating. The rubric scores will be averaged to reach this number. An average score of 3.5-4.0 will correspond with 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers must score an overall average of 2.5 or above to receive this rating. The rubric scores will be averaged to reach this number. An average score of 2.5-3.4 will correspond with 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers must score an overall average of 1.5 or above to receive this rating. The rubric scores will be averaged to reach this number. An average score of 1.5-2.4 will correspond with 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers must score an overall average of 1 or above to receive this rating. The rubric scores will be averaged to reach this number. An average score of 1.0-1.4 will correspond with 0-49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, May 24, 2012

Updated Tuesday, December 11, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 24, 2012

Updated Tuesday, November 27, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132754-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The District shall provide to the REA a list of all teachers rated "Ineffective" or "Developing" no later than ten school days following the receipt of the scores from the State.

A teacher may file only a single appeal regarding any performance review or TIP. All grounds for appeal must be raised with specificity within the one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

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

The following outlines the procedures for appeal:

- 1. An appeal may be filed by a tenured teacher whose Annual Professional Performance Review (APPR) rating is “Ineffective” or “Developing” and by a probationary teacher whose APPR rating is “Ineffective.”*
- 2. In an appeal the teacher may challenge any or all of the following:*
 - (1) the District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
 - (2) the adherence to the Commissioner’s regulations, as applicable to such reviews;*
 - (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
 - (4) the District’s issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.*
- 3. An appeal must be submitted in writing. In order to be timely filed, an appeal, along with all documents and information relevant to the appeal (including but not limited to, the APPR composite rating, and/or TIP) and a detailed written description of all of the specific areas of disagreement/reasons for the appeal, must be received in the office of the Superintendent of Schools no later than June 30th or 15 school days from the District’s delivery or mailing of the APPR composite rating to the teacher, whichever date is later. A failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. At the same time that the appeal is delivered to the Superintendent of Schools, a copy of the appeal and all accompanying documentation must also be delivered to the person(s) who issued the performance review or was/is responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan.*
- 4. Within 10 school days of receipt of the appeal, the person(s) who issued the performance review or was/is responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan must submit a written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the District’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in any deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the District, and any and all additional information submitted with the response, at the time the District files its response. The teacher then has five school days to submit a response to the information and materials the District has submitted.*
- 5. The appeal shall be determined by the Superintendent. The Superintendent may conduct interview(s) of the teacher and/or the person(s) who issued the performance review or was/is responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan. The teacher may decline to submit to an interview. All documentation submitted to the Superintendent and any record made of any interviews conducted shall constitute the record of the appeal. Following a review of the record, but no later than 30 school days after receipt of the appeal, the Superintendent shall render a written decision affirming, modifying, or rejecting the rating.*
- 6. If the Superintendent issued the performance review or was/is responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan, the appeal shall be determined by a neutral third party, who shall be jointly selected by the Superintendent and the REA President. The neutral third party shall have received Evaluator training as specified in this plan, but shall not be currently employed by the District or the REA. The record of appeal shall be submitted to the neutral third party once all of the timelines for submissions by the parties have expired. Within 15 school days of receipt of the record, the neutral third party shall issue a written decision affirming, modifying, or rejecting the rating.*
- 7. The determination resulting from the appeal process is final and binding. The grievance and/or arbitration procedures of the parties’ collective bargaining agreement are not applicable to any element of this APPR plan or its implementation by the District, with the sole exception that a teacher may file a grievance which claims that the District failed to comply with the procedures of this Appeal Process.*
- 8. For the purposes of this Appeal Process, the term “school day” shall mean any day of required teacher attendance.*

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

The Superintendent will certify Lead Evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of Evaluators.

Evaluator training will occur regionally in cooperation with BOCES. Training will be conducted by the Erie 2 BOCES Network Team personnel who have participated in the NYSED Evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified one time per school year.

The District will determine a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for Lead Evaluators, as needed. The District anticipates that these protocols will include measures such as data analysis, periodic comparisons of assessments; and/or calibration sessions across evaluators.

This training will include the following Requirements for Lead Evaluators/ Evaluators:

- *NYS Teaching Standards and the ISLLC Standards*
- *Evidence based observation*
- *Application and use of the Student Growth Percentile and the Value Added Growth Model Data*
- *Application of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally-selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities*

Lead Evaluator

The PreK-12 Principal will be trained and certified as Lead Evaluator according to NYSED's model to ensure consistency and defensibility. The Assistant Principal will be trained as an Evaluator. No one other than the PreK-12 Principal or Assistant Principal shall evaluate a teacher under this plan, except in a circumstance where the PreK-12 Principal or Assistant Principal is not available to perform the evaluations within the time limitations established under this plan, in which case the person serving in place of the absent administrator may perform the evaluation(s). No REA member will evaluate another REA member.

Re-Certification and Updated Training

The District will work to ensure that Lead Evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in law, regulations or applicable collective bargaining agreements.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, June 01, 2012

Updated Tuesday, November 27, 2012

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

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

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

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

pk-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	In this school district more than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments therefore HEDI for SLOs is not required.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In this school district more than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments therefore HEDI for SLOs is not required.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In this school district more than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments therefore HEDI for SLOs is not required.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	In this school district more than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments therefore HEDI for SLOs is not required.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, June 01, 2012

Updated Wednesday, December 12, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
pk-12	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise, STAR Reading Enterprise, STAR Math Enterprise , Grade 6-8 ELA and NYS Integrated Algebra, Comprehensive English, Global Studies, U.S. History and Earth Science Regents Assessments

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

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

<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>Using data from third party assessments, 6-8 NYS Assessment results and results from NYS Integrated Algebra, Comprehensive English, Global Studies, U.S. History and Earth Science Regents Assessments, student achievement targets will be developed by the Superintendent and principal.</p> <p>The expectation for the level of performance required for the principal will be based on a weighted average of the percentage of students who have demonstrated achievement (defined as performing at/above grade level) by comparing the fall STAR Early Literacy, Math and Reading Enterprise benchmarks assessment to the final STAR Literacy, Math and Reading Enterprise benchmark assessment, proficiency (as defined as achieving a level 3 or 4) on NYS 6-8 ELA and Math Assessments, and proficiency (defined as achieving 65 or higher) on the NYS Integrated Algebra, Comprehensive English, Global</p>
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Studies, U.S. History and Earth Science Regents Assessments.

HEDI categories will be assigned based on the percentage of students meeting targets.

See attachment 8.1 below for weighted calculation procedures.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

15 points = 91-100% students meeting achievement target
14 points = 81 - 90% students meeting achievement target

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

13 points = 75 - 80% students meeting achievement target
12 points = 70 - 74% students meeting achievement target
11 points = 65 - 69% students meeting achievement target
10 points = 60 - 64% students meeting achievement target
9 points = 55 - 59% students meeting achievement target
8 points = 49 - 54% students meeting achievement target

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

7 points = 42 - 48% students meeting achievement target
6 points = 35 - 41% students meeting achievement target
5 points = 28 - 34% students meeting achievement target
4 points = 21 - 27% students meeting achievement target
3 points = 14 - 20% students meeting achievement target

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

2 points = 7 - 13% students meeting achievement target
1 points = 1-6% students meeting achievement target

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

(No response)

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

[assets/survey-uploads/5366/137475-qBFVOWF7fC/Attachment 8.1 Weighting.docx](#)

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
N/A Principal has value added score		

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Please see attachment 8.1.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check

8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Friday, June 01, 2012

Updated Wednesday, December 12, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Determining Sub-component Score

Each principal will receive a score for this section out of 60 points. The process for determining the final score will be a combination of the following:

- 1. Two site visits (one announced and one unannounced)*
- 2. Document and artifact review*
- 3. Goal setting*

Point Calculation Procedure

- i) Step 1: Rubric is scored. Total Points will be calculated.*
- ii) Step 2: Total Points will be divided by the number of components to determine an average (31)*
- iii) Step 3: The average score will be applied to the conversion chart to determine the final score (out of 60)*

Step 1: Scoring of Rubric

a) The MPPR Rubric will be scored using a 1-4 point scale. Principals can earn a maximum of 4 points for each component of each Domain. Four (4) points will be given for a Distinguished (Highly Effective) rating, Three (3) points for Proficient (Effective), Two (2) for Basic (Developing) and One (1) point will be awarded for an Unsatisfactory (Ineffective) rating.

Please see attached for point allocation charts.

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

[assets/survey-uploads/5143/137477-pMADJ4gk6R/Scoring Procedures MPPR Rubric_2.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	59-60 points: All targets met or exceed and evidence indicated student learning gains well above district expectations.
Effective: Overall performance and results meet standards.	57 - 58 points: Most targets are met and evidence indicates significant student learning gains that meets district expectations

Developing: Overall performance and results need improvement in order to meet standards.	50-56 points: Some targets are met and evidence indicates an impact on student learning that is below district expectations.
Ineffective: Overall performance and results do not meet standards.	0-49 points: Targets are generally not met and evidence indicates little to no student learning gains and results that are all below district expectations.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	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 Friday, June 01, 2012

Updated Tuesday, December 11, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, June 01, 2012

Updated Tuesday, December 11, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/137480-Df0w3Xx5v6/Principal Improvement Plan.doc](assets/survey-uploads/5276/137480-Df0w3Xx5v6/Principal%20Improvement%20Plan.doc)

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:

1. Only a principal whose APPR rating is 'Ineffective' shall have the right to appeal the substance of the APPR
2. By the latter of June 30th or 15 business days from the receipt of the APPR composite rating, the principal must submit a written appeal which shall include all reasons for appealing the rating
3. The appeal shall be heard by the Superintendent with a final decision to the appeal no more than 30 days after the receipt of the appeal. The principal shall be provided an opportunity to respond to any additional documentation presented to the Superintendent.
4. Following a review of the record, the Superintendent shall render this final written decision affirming, modifying or rejecting the

rating. The Superintendent's decision regarding the appeal is final.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

The Superintendent will certify Lead Evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of Evaluators.

Evaluator training will occur regionally in cooperation with BOCES. Training will be conducted by the Erie 2 BOCES Network Team personnel who have participated in the NYSED Evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified one time per school year.

The District will determine a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for Lead Evaluators, as needed. The District anticipates that these protocols will include measures such as data analysis, periodic comparisons of assessments; and/or calibration sessions across evaluators.

This training will include the following Requirements for Lead Evaluators/ Evaluators:

- *NYS Teaching Standards and the ISLLC Standards*
- *Evidence based observation*
- *Application and use of the Student Growth Percentile and the Value Added Growth Model Data*
- *Application of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally-selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities*

Lead Evaluator

The PreK-12 Principal will be trained and certified as Lead Evaluator according to NYSED's model to ensure consistency and defensibility. The Assistant Principal will be trained as an Evaluator. No one other than the PreK-12 Principal or Assistant Principal shall evaluate a teacher under this plan, except in a circumstance where the PreK-12 Principal or Assistant Principal is not available to perform the evaluations within the time limitations established under this plan, in which case the person serving in place of the absent administrator may perform the evaluation(s). No REA member will evaluate another REA member.

Re-Certification and Updated Training

The District will work to ensure that Lead Evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in law, regulations or applicable collective bargaining agreements.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, June 01, 2012

Updated Wednesday, November 28, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/137481-3Uqgn5g9Iu/District Certification Form.pdf](assets/survey-uploads/5581/137481-3Uqgn5g9Iu/District%20Certification%20Form.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.

Attachment 2.11: HEDI Scale

The following HEDI criteria will be used for all grades and subjects across the district. It will be used for the Growth on State Assessment/ Comparable Measures of Student Achievement and the Student Learning Objectives (SLOs), based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE 81 - 100%	The teacher made above average gains in student academic growth beyond the expectations (targets) set by the district at the beginning of the academic year.
EFFECTIVE 61 - 80%	The teacher made acceptable and appropriate gains in student academic growth aligned to the expectations (targets) set by the district at the beginning of the academic year.
DEVELOPING 41 - 60%	The teacher made gains in student academic growth but it did not meet the expectations (targets) set by the district at the beginning of the academic year.
INEFFECTIVE 0 - 40%	The teacher did not any or little gains in student academic growth, and failed to meet expectations (targets) set by the district at the beginning of the academic year.

HEDI Chart #1: 20 Point Conversion Chart

At the beginning of the school year, a target will be set to measure student academic growth or achievement. The percent of students who meet their group or individual goals will be translated into a score out of 20 points using the conversion below:

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

The HEDI Rating ranges have been developed based on the review of historical data and district values about achievement (e.g. historical data on passing and reaching 85% mastery).

Attachment 2.11: HEDI Scale

The following HEDI criteria will be used for all grades and subjects across the district. It will be used for the Growth on State Assessment/ Comparable Measures of Student Achievement and the Student Learning Objectives (SLOs), based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE 81 - 100%	The teacher made above average gains in student academic growth beyond the expectations (targets) set by the district at the beginning of the academic year.
EFFECTIVE 61 - 80%	The teacher made acceptable and appropriate gains in student academic growth aligned to the expectations (targets) set by the district at the beginning of the academic year.
DEVELOPING 41 - 60%	The teacher made gains in student academic growth but it did not meet the expectations (targets) set by the district at the beginning of the academic year.
INEFFECTIVE 0 - 40%	The teacher did not any or little gains in student academic growth, and failed to meet expectations (targets) set by the district at the beginning of the academic year.

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		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

The HEDI Rating ranges have been developed based on the review of historical data and district values about achievement (e.g. historical data on passing and reaching 85% mastery).

Attachment Task 3: HEDI Scale

The following HEDI criteria will be used for all grades and subjects across the district. It will be used for the Local Selected Measures of Student Achievement, based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE 81 - 100%	The teacher made above average gains in student academic achievement beyond the expectations (targets) set by the district at the beginning of the academic year.
EFFECTIVE 61 - 80%	The teacher made acceptable and appropriate gains in student academic achievement aligned to the expectations (targets) set by the district at the beginning of the academic year.
DEVELOPING 41 - 60%	The teacher made gains in student academic achievement but it did not meet the expectations (targets) set by the district at the beginning of the academic year.
INEFFECTIVE 0 - 40%	The teacher did not any or little gains in student academic achievement, and failed to meet expectations (targets) set by the district at the beginning of the academic year.

HEDI Chart #1: 20 Point Conversion Chart

At the beginning of the school year, a target will be set to measure student academic achievement. The percent of students who meet their group or individual goals will be translated into a score out of 20 points using the conversion below:

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

The HEDI Rating ranges have been developed based on the review of historical data and district values about achievement (e.g. historical data on passing and reaching 85% mastery).

HEDI Chart #1: 15 Point Conversion Chart

Teachers for whom there is a value added measure will use the chart above to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement targets established. Teachers will earn a rating between 0-15 as indicated in the chart above based on the percent of students who meet the targets.

		13	77 - 83%				
		12	71 - 76%	7	39 - 44%		
		11	64 - 70%	6	36 - 38%		
		10	57 - 63%	5	32 - 36%	2	13 - 18%
15	≥ 91%	9	50 - 56%	4	27 - 32%	1	7 - 12%
14	84 - 90%	8	45 - 49%	3	19 - 26%	0	≤ 6%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
84 - 100%		45 - 83%		19-44%		0-18%	

Attachment Task 3: HEDI Scale

The following HEDI criteria will be used for all grades and subjects across the district. It will be used for the Local Selected Measures of Student Achievement, based on the 20/20/60 model described in the Commissioner's Regulations.

HEDI Rating	Description
HIGHLY EFFECTIVE 81 - 100%	The teacher made above average gains in student academic achievement beyond the expectations (targets) set by the district at the beginning of the academic year.
EFFECTIVE 61 - 80%	The teacher made acceptable and appropriate gains in student academic achievement aligned to the expectations (targets) set by the district at the beginning of the academic year.
DEVELOPING 41 - 60%	The teacher made gains in student academic achievement but it did not meet the expectations (targets) set by the district at the beginning of the academic year.
INEFFECTIVE 0 - 40%	The teacher did not any or little gains in student academic achievement, and failed to meet expectations (targets) set by the district at the beginning of the academic year.

HEDI Chart #1: 20 Point Conversion Chart

At the beginning of the school year, a target will be set to measure student academic achievement. The percent of students who meet their group or individual goals will be translated into a score out of 20 points using the conversion below:

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

The HEDI Rating ranges have been developed based on the review of historical data and district values about achievement (e.g. historical data on passing and reaching 85% mastery).

HEDI Chart #1: 15 Point Conversion Chart

Teachers for whom there is a value added measure will use the chart above to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement targets established. Teachers will earn a rating between 0-15 as indicated in the chart above based on the percent of students who meet the targets.

		13	77 - 83%				
		12	71 - 76%	7	39 - 44%		
		11	64 - 70%	6	36 - 38%		
		10	57 - 63%	5	32 - 36%	2	13 - 18%
15	≥ 91%	9	50 - 56%	4	27 - 32%	1	7 - 12%
14	84 - 90%	8	45 - 49%	3	19 - 26%	0	≤ 6%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
84 - 100%		45 - 83%		19-44%		0-18%	

Scoring Procedures:

Point Allocation

The 60 possible points for the other measures category will be allocated and determined according to the following:

Domain	Data Collection Methods
1	<ul style="list-style-type: none">• Artifact Submission• Observation (formal and informal)• Pre- and Post- Observation conferences
2	<ul style="list-style-type: none">• Observation (formal and informal)• Artifact Submission
3	<ul style="list-style-type: none">• Observation (formal and informal)• Artifact Submission
4	<ul style="list-style-type: none">• Artifact Submission• Observation (formal and informal)• Pre- and Post- Observation conferences• Professional goal setting documentation• SLO Process• RtI Team Participation

Point Calculation Procedure

- i) Step 1: Rubric is scored. Total Points will be calculated.
- ii) Step 2: Total Points will be divided by the number of components to determine an average (22)
- iii) Step 3: The average score will be applied to the conversion chart to determine the final score (out of 60)

Step 1: Scoring of Rubric

- a) The Danielson Rubric will be scored using a 1-4 point scale. Teachers can earn a maximum of 4 points for each component of each Domain. Four (4) points will be given for a Distinguished (Highly Effective) rating, Three (3) points for Proficient (Effective), Two (2) for Basic (Developing) and One (1) point will be awarded for an Unsatisfactory (Ineffective) rating. Accordingly maximum possible rubric points for each Domain are as follows:

Danielson Performance Level	SED Performance Level	Rating
Unsatisfactory	Ineffective	1
Basic	Developing	2
Proficient	Effective	3
Distinguished	Highly Effective	4

Domain	Number of Components	Maximum Possible Rubric Points
1	6	24
2	5	20
3	5	20
4	6	24
TOTAL	22	88
Maximum Total Average Score 88/22 = 4.0		

Step 2: Average Determination

- a) Total score / Number of Components
 (i.e. if a teacher receives a 66 points, 66/22 would equal 3.0 average score)

** If the resulting number is not on the chart standard rounding rules will apply.

Step 3: Application to the conversion chart

- a) The average will then be applied to the following conversion chart:

Rubric Score (average)	60 point conversion
Ineffective 0-49	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16

1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
Developing 50-56	
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2.0	54
2.1	54
2.2	55
2.3	56
2.4	56
Effective 57-58	
2.5	57
2.6	57
2.7	57
2.8	57
2.9	57
3.0	58
3.1	58

3.2	58
3.3	58
3.4	58
Highly Effective 59-60	
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4.0	60

b) **EXAMPLE: Teacher receives a rating of proficient (effective) in all areas (3 points on all components).**

Domain	Teacher Score	Total # of Components	Average
1	18	6	3.0
2	15	5	3.0
3	15	5	3.0
4	18	6	3.0
TOTAL	66	22	3.0
Total Points (after conversion)		66/22= 3.0 57 Points Effective Rating	

2012-13 where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Professional Practice (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	56-50	65-74
Ineffective	0-2	0-2	0-49	0-64

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Professional Practice (60 points)	Overall Composite Score
--	-------------------------------	--	-----------------------------------	-------------------------

Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	56-50	65-74
Ineffective	0-2	0-2	0-49	0-64

Attachment 8.1 Ripley Central School Weighted Average Calculation Principal

A	B	C	D	E	F	G
SLO	% of students meeting targets	HEDI Points	# of students covered by SLO	% of total number of students	(C X E)	Weighted Total
3 rd party STAR Math Enterprise and STAR English Enterprise						
NYS 6-8 ELA and Math Assessments						
NYS Regents (Int. Algebra, Global Studies, Comp. English, U.S History and Earth Science)						
Total =						

Example:

A	B	C	D	E	F	G
SLO	% of students meeting targets	HEDI Points	# of students covered by SLO	% of total number of students	(C X E)	Weighted Total
3 rd party STAR Math Enterprise and STAR English Enterprise	90	19	50	50%	19 x .5	9.5
NYS 6-8 ELA and Math Assessments	80	17	25	25%	17 x .25	4.25
NYS Regents (Int. Algebra, Global Studies, Comp. English, U.S History and Earth Science)	72	13	25	25%	13 x .25	3.25
Total = 17 Effective						

Attachment 8.1 Ripley Central School Weighted Average Calculation Principal

Determining Sub-component Score

Each principal will receive a score for this section out of 60 points. The process for determining the final score will be a combination of the following:

1. Two site visits (one announced and one unannounced)
2. Document and artifact review
3. Goal setting

Point Calculation Procedure

- i) Step 1: Rubric is scored. Total Points will be calculated.
- ii) Step 2: Total Points will be divided by the number of components to determine an average (31)
- iii) Step 3: The average score will be applied to the conversion chart to determine the final score (out of 60)

Step 1: Scoring of Rubric

- a) The MPPR Rubric will be scored using a 1-4 point scale. Principals can earn a maximum of 4 points for each component of each Domain. Four (4) points will be given for a Distinguished (Highly Effective) rating, Three (3) points for Proficient (Effective), Two (2) for Basic (Developing) and One (1) point will be awarded for an Unsatisfactory (Ineffective) rating. Accordingly maximum possible rubric points for each Domain are as follows:

SED Performance Level	Rating
Ineffective	1
Developing	2
Effective	3
Highly Effective	4

Domain	Number of Components	Maximum Possible Rubric Points
1	4	16
2	10	40
3	5	20
4	3	12
5	6	24
6	3	12
TOTAL	31	124
Maximum Total Average Score $124/31 = 4.0$		

Step 2: Average Determination

Ripley Central School Principal Evaluation -Other Measures of Effectiveness

a) Total score / Number of Components

(i.e. if a principal receives a 93 points, 93/31 would equal 3.0 average score)

** If the resulting number is not on the chart standard rounding rules will apply.

Step 3: Application to the conversion chart

a) The average will then be applied to the following conversion chart:

Rubric Score (average)	60 point conversion
Ineffective 0-49	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38

Ripley Central School Principal Evaluation -Other Measures of Effectiveness

1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
Developing 50-56	
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2.0	54
2.1	54
2.2	55
2.3	55
2.4	56
Effective 57-58	
2.5	57
2.6	57
2.7	57
2.8	57
2.9	57
3.0	58
3.1	58
3.2	58
3.3	58
3.4	58
Highly Effective 59-60	
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4.0	60

Ripley Central School Principal Evaluation -Other Measures of Effectiveness

b) **EXAMPLE: Principal receives a rating of effective in all areas (3 points on all components).**

Domain	Number of Components	Principal Score
1	4	12
2	10	30
3	5	15
4	3	9
5	6	18
6	3	9
TOTAL	31	93
Maximum Total Average Score $93/31 = 3.0$ $3.0 = 58$ after conversion		

TEACHER IMPROVEMENT PLAN (TIP)

Teacher: _____ Position: _____ Tenure Area: _____

Date Final Evaluation Conducted: _____ Date of Hire: _____

Career Level

- Tenured
- Other _____

Status

- 1st Year Probationer
- 2nd Year Probationer
- 3rd Year Probationer

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

- Planning and Preparation
- Learning Environment
- Instructional Practice
- Professional Responsibilities

Specific Areas for Improvement: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan. These goals should be directly related to the rubric.

Expected outcomes: identify specific recommendations for what the teacher/principal is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher/principal.

Resources: Identify specific resources and support systems available to assist the teacher to improve performance. Examples: colleagues, coaches, role playing activities, visitations, courses, workshops, peer visits, materials, etc.

Responsibilities: Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher/principal throughout the Plan. Examples: classroom observations of the teacher, supervisory conferences between the teacher/principal and the administrator(s), written reports and/or evaluations, etc.

Evidence of Achievement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

Timeline: Provide specific timeline for implementation of the various components for the TIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

List of Participants:

Date: _____

Cc: Personnel File

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 evaluations on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Karen D. Krause *11/28/12*

Teachers Union President Signature: Date:

A Payne *11/28/12*

Administrative Union President Signature: Date:

N/A

Board of Education President Signature: Date:

Robert J. Bentley *11/28/12*