



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

Commissioner of Education
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May 21, 2014

Revised

Martin D. Rotz, Superintendent
Romulus Central School District
5705 State Route 96
Romulus, NY 14541

Dear Superintendent Rotz:

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

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.
Commissioner

Attachment
c: Scott Bischooping

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, August 05, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 560603040000

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

560603040000

1.2) School District Name: ROMULUS CSD

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

ROMULUS CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, May 09, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered within the first 5 weeks of school. By December 1st individual growth targets will be set by the teacher and the principal of record. An end of year post-test will be administered and those scores will be compared to the individual growth targets set, which were based upon the pre-test data collected. HEDI points will be allocated to a teacher based on the percentage of students who meet or exceed their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	97% or Higher 20pts 94-96% 19 pts 90-93% 18 pts
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	89% 17 pts 88% 16 pts

87% 15 pts
 85-86% 14 pts
 83-84% 13 pts
 81-82% 12 pts
 79-80% 11 pts
 77-78% 10 pts
 75-76% 9 pts

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

73-74% 8 pts
 71-72% 7 pts
 69-70% 6 pts
 68% 5 pts
 67% 4 pts
 66% 3 pts

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

62-65% 2 pts
 58-61% 1 pt
 57% or Lower 0 pts

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

A pre-test will be administered within the first 5 weeks of school. By December 1st individual growth targets will be set by the teacher and the principal of record. An end of year post-test will be administered and those scores will be compared to the individual growth targets set, which were based upon the pre-test data collected. HEDI points will be allocated to a teacher based on the percentage of students who meet or exceed their individual growth targets.

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

97% or Higher 20pts
 94-96% 19 pts
 90-93% 18 pts

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

89% 17 pts
 88% 16 pts
 87% 15 pts
 85-86% 14 pts
 83-84% 13 pts

81-82% 12 pts
 79-80% 11 pts
 77-78% 10 pts
 75-76% 9 pts

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

73-74% 8 pts
 71-72% 7 pts
 69-70% 6 pts
 68% 5 pts
 67% 4 pts
 66% 3 pts

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

62-65% 2 pts
 58-61% 1 pt
 57% or Lower 0 pts

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	District, regional or BOCES-developed assessment	Wayne Fingerlakes BOCES/RCS Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Wayne Fingerlakes BOCES/RCS Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

A pre-test will be administered within the first 5 weeks of school. By December 1st individual growth targets will be set by the teacher and the principal of record. An end of year post-test will be administered and those scores will be compared to the individual growth targets set, which were based upon the pre-test data collected. HEDI points will be allocated to a teacher based on the percentage of students who meet or exceed their individual growth targets.

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

97% or Higher 20pts
 94-96% 19 pts
 90-93% 18 pts

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

89% 17 pts
 88% 16 pts
 87% 15 pts
 85-86% 14 pts
 83-84% 13 pts
 81-82% 12 pts
 79-80% 11 pts

77-78% 10 pts

75-76% 9 pts

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

73-74% 8 pts

71-72% 7 pts

69-70% 6 pts

68% 5 pts

67% 4 pts

66% 3 pts

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

62-65% 2 pts

58-61% 1 pt

57% or Lower 0 pts

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Wayne Fingerlakes BOCES/RCS Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Wayne Fingerlakes BOCES/RCS Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Wayne Fingerlakes BOCES/RCS Developed 8th Grade Social Studies Assessment

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

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

A pre-test will be administered within the first 5 weeks of school. By December 1st individual growth targets will be set by the teacher and the principal of record. An end of year post-test will be administered and those scores will be compared to the individual growth targets set, which were based upon the pre-test data collected. HEDI points will be allocated to a teacher based on the percentage of students who meet or exceed their individual growth targets.

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

97% or Higher 20pts

94-96% 19 pts

90-93% 18 pts

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

89% 17 pts

88% 16 pts

87% 15 pts

85-86% 14 pts

83-84% 13 pts

81-82% 12 pts

79-80% 11 pts

77-78% 10 pts

75-76% 9 pts

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

73-74% 8 pts

71-72% 7 pts

69-70% 6 pts

68% 5 pts
 67% 4 pts
 66% 3 pts

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

62-65% 2 pts
 58-61% 1 pt
 57% or Lower 0 pts

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	Wayne Fingerlakes BOCES/RCS Developed 9th Grade Social Studies Assessment

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

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

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

A pre-test will be administered within the first 5 weeks of school. By December 1st individual growth targets will be set by the teacher and the principal of record. An end of year post-test will be administered and those scores will be compared to the individual growth targets set, which were based upon the pre-test data collected. HEDI points will be allocated to a teacher based on the percentage of students who meet or exceed their individual growth targets.

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

97% or Higher 20pts
 94-96% 19 pts
 90-93% 18 pts

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

89% 17 pts
 88% 16 pts
 87% 15 pts
 85-86% 14 pts
 83-84% 13 pts
 81-82% 12 pts
 79-80% 11 pts
 77-78% 10 pts
 75-76% 9 pts

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

73-74% 8 pts
 71-72% 7 pts
 69-70% 6 pts
 68% 5 pts

67% 4 pts
 66% 3 pts
 62-65% 2 pts
 58-61% 1 pt
 57% or Lower 0 pts

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

2.7) High School Science Regents Courses

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

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

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

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

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

A pre-test will be administered within the first 5 weeks of school. By December 1st individual growth targets will be set by the teacher and the principal of record. An end of year post-test will be administered and those scores will be compared to the individual growth targets set, which were based upon the pre-test data collected. HEDI points will be allocated to a teacher based on the percentage of students who meet or exceed their individual growth targets.

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

97% or Higher 20pts
 94-96% 19 pts
 90-93% 18 pts

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

89% 17 pts
 88% 16 pts
 87% 15 pts
 85-86% 14 pts
 83-84% 13 pts
 81-82% 12 pts
 79-80% 11 pts
 77-78% 10 pts
 75-76% 9 pts

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

73-74% 8 pts
 71-72% 7 pts
 69-70% 6 pts
 68% 5 pts
 67% 4 pts
 66% 3 pts

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

62-65% 2 pts
 58-61% 1 pt

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered within the first 5 weeks of school. By December 1st individual growth targets will be set by the teacher and the principal of record. An end of year post-test will be administered and those scores will be compared to the individual growth targets set, which were based upon the pre-test data collected. HEDI points will be allocated to a teacher based on the percentage of students who meet or exceed their individual growth targets. For students enrolled in Common Core Algebra I, both the 2005 Integrated Algebra Regents and the Common Core Algebra Regents will be offered. For students taking both Regents exams, the higher score will be used for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	97% or Higher 20pts 94-96% 19 pts 90-93% 18 pts
Effective (9 - 17 points) Results meet District goals for similar students.	89% 17 pts 88% 16 pts 87% 15 pts 85-86% 14 pts 83-84% 13 pts 81-82% 12 pts 79-80% 11 pts 77-78% 10 pts 75-76% 9 pts
Developing (3 - 8 points) Results are below District goals for similar students.	73-74% 8 pts 71-72% 7 pts 69-70% 6 pts 68% 5 pts 67% 4 pts 66% 3 pts

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	62-65% 2 pts 58-61% 1 pt 57% or Lower 0 pts
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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	Wayne Fingerlakes BOCES/RCS Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Wayne Fingerlakes BOCES/RCS Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive and NYS Common Core ELA Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered within the first 5 weeks of school. By December 1st individual growth targets will be set by the teacher and the principal of record. An end of year post-test will be administered and those scores will be compared to the individual growth targets set, which were based upon the pre-test data collected. HEDI points will be allocated to a teacher based on the percentage of students who meet or exceed their individual growth targets. For students taking Common Core English 11 ELA, both, the Common Core English Regents and Comprehensive English Regents will be offered. The higher of the two scores will be used for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	97% or Higher 20pts 94-96% 19 pts 90-93% 18 pts
Effective (9 - 17 points) Results meet District goals for similar students.	89% 17 pts 88% 16 pts 87% 15 pts 85-86% 14 pts 83-84% 13 pts 81-82% 12 pts 79-80% 11 pts 77-78% 10 pts 75-76% 9 pts
Developing (3 - 8 points) Results are below District goals for similar students.	73-74% 8 pts 71-72% 7 pts 69-70% 6 pts

68% 5 pts

67% 4 pts

66% 3 pts

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

62-65% 2 pts

58-61% 1 pt

57% or Lower 0 pts

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
Economics/Participation in Government	District, Regional or BOCES-developed	Wayne Fingerlakes BOCES/RCS Developed 12th Grade Social Studies Assessment
Computer 7/Computer 8	District, Regional or BOCES-developed	Wayne Fingerlakes BOCES/RCS Developed 7th & 8th Grade Computer Assessment
Marketing/Accounting	District, Regional or BOCES-developed	RCS Developed 11th and 12th Grade Business Assessment
Calculus/Pre Calculus	District, Regional or BOCES-developed	RCS Developed 11th Grade & 12th Grade Math Assessment
English 12	District, Regional or BOCES-developed	Wayne Fingerlakes BOCES/RCS Developed 12th Grade ELA Assessment
Spanish 1/Spanish 2	District, Regional or BOCES-developed	Wayne Fingerlakes BOCES/RCS Developed 7th/8th/9th Grade Spanish Assessment
Spanish 3/Spanish 4	District, Regional or BOCES-developed	RCS Developed 10th & 11th Grade Spanish Assessment
Soils, Water, and Forestry/AP Biology	District, Regional or BOCES-developed	RCS Developed 11th and 12th Grade Science Assessment
Psychology/Sociology	District, Regional or BOCES-developed	RCS Developed 12th Grade Social Studies Assessment
6th Music/7th Music/Elementary Music	District, Regional or BOCES-developed	RCS Developed K-5 Music & 6/7 Music Assessment
Tech7/Family and Consumer Sciences	District, Regional or BOCES-developed	Wayne Fingerlakes BOCES/RCS Developed 7th Grade Technology & 7th and 8th Grade Home and Careers Assessment
High School Physical Education/Middle School Physical Education/Elementary Physical Education	District, Regional or BOCES-developed	Wayne Fingerlakes BOCES/RCS Developed 9-12 Physical Education, 6-8 Physical Education, K-5 Physical Education Assessment
Music Theory/Music 8	District, Regional or	RCS Developed 11th & 12th Grade Music, 8th Grade Music Assessment

	BOCES-developed	
Band	District, Regional or BOCES-developed	Wayne Fingerlakes BOCES/RCS Developed 6-8 Music, 9-12 Music Assessment
High School Art/Photography/Drawing and Painting	District, Regional or BOCES-developed	RCS Developed 9-12 Art Assessment
Art K-8	District, Regional or BOCES-developed	RCS Developed Grade Specific Art Assessment
World of Technology/DDP Deisgn/Tech 6/Tech8	District, Regional or BOCES-developed	RCS Developed 9-12 Technology Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be administered within the first 5 weeks of school. By December 1st individual growth targets will be set by the teacher and the principal of record. An end of year post-test will be administered and those scores will be compared to the individual growth targets set, which were based upon the pre-test data collected. HEDI points will be allocated to a teacher based on the percentage of students who meet or exceed their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	97% or Higher 20pts 94-96% 19 pts 90-93% 18 pts
Effective (9 - 17 points) Results meet District goals for similar students.	89% 17 pts 88% 16 pts 87% 15 pts 85-86% 14 pts 83-84% 13 pts 81-82% 12 pts 79-80% 11 pts 77-78% 10 pts 75-76% 9 pts
Developing (3 - 8 points) Results are below District goals for similar students.	73-74% 8 pts 71-72% 7 pts 69-70% 6 pts 68% 5 pts 67% 4 pts 66% 3 pts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	62-65% 2 pts 58-61% 1 pt 57% or Lower 0 pts

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), Grades 4-5 ELA & Math NYS Assessments
5	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), Grades 4-5 ELA & Math NYS Assessments
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math),NYS 6-8 ELA/Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers in grades 4/5 will receive a HEDI score based on 3 building wide measurements of students. Each of those measurements will be rated on a scale of 0-5 giving everyone the opportunity to earn 15 points. For the Measures of Academic Progress, Math and ELA scores, each teacher will receive a
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score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. For the NY State Assessments in ELA and Math the district will also calculate the average number of students in grades 4-5 who received a score of 3 or 4 on the NY State ELA and Math assessments. Every teacher in grades 4/5 will receive the same score.

Teachers in grades 6-8 will receive a HEDI score based on 3 building wide measurements of students. Each of those measurements will be rated on a scale of 0-5 giving everyone the opportunity to earn 15 points. For the Measures of Academic Progress, Math and ELA scores, each teacher will receive a score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. For the NY State Assessments in ELA and Math the district will also calculate the percent of students in grades 6-8 who received a score of 3 or 4 on the NY State ELA and Math assessments. Every teacher in grades 6-8 will receive the same score.

Please see attached table to view the percentages and the points earned. The 15 point chart in task 3.3 will be used when the value-added model is implemented. Until that time, the 20 point charts will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the three measurements will add up to a total of 15 points, if the total points are 14-15 the teacher will be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the three measurements will add up to a total of 15 points, if the total points are 8-13 the teacher will be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the three measurements will add up to a total of 15 points, if the total points are 3-7 the teacher will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the three measurements will add up to a total of 15 points, if the total points are 0-2 the teacher will be considered ineffective.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), Grades 4-5 ELA & Math NYS Assessments
5	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), Grades 4-5 ELA & Math NYS Assessments
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments

7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments

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

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

<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>Teachers in grades 4/5 will receive a HEDI score based on 3 building wide measurements of students. Each of those measurements will be rated on a scale of 0-5 giving everyone the opportunity to earn 15 points. For the Measures of Academic Progress, Math and ELA scores, each teacher will receive a score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. For the NY State Assessments in ELA and Math the district will also calculate the average number of students in grades 4-5 who received a score of 3 or 4 on the NY State ELA and Math assessments. Every teacher in grades 4/5 will receive the same score.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers in grades 6-8 will receive a HEDI score based on 3 building wide measurements of students. Each of those measurements will be rated on a scale of 0-5 giving everyone the opportunity to earn 15 points. For the Measures of Academic Progress, Math and ELA scores, each teacher will receive a score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. For the NY State Assessments in ELA and Math the district will also calculate the percent of students in grades 6-8 who received a score of 3 or 4 on the NY State ELA and Math assessments. Every teacher in grades 6-8 will receive the same score.</p> <p>Please see attached table to view the percentages and the points earned. The 15 point chart in task 3.3 will be used when the value-added model is implemented. Until that time, the 20 point charts will be used.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Each of the three measurements will add up to a total of 15 points, if the total points are 14-15 the teacher will be considered highly effective.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Each of the three measurements will add up to a total of 15 points, if the total points are 8-13 the teacher will be considered effective.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Each of the three measurements will add up to a total of 15 points, if the total points are 3-7 the teacher will be considered developing.</p>

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

Each of the three measurements will add up to a total of 15 points, if the total points are 0-2 the teacher will be considered ineffective.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/583189-rhJdBgDruP/Local Points Goals Revised 4-8 for 3.3.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades) and Measures of Academic Prgress (Math and ELA)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades) and Measures of Academic Prgress (Math and ELA)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades) and Measures of Academic Prgress (Math and ELA)
3	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades) and Measures of Academic Prgress (Math and ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grades K-3 will receive a HEDI score based on 2 school wide measurements of students. Each of those measurements will be rated on a scale of 0-10 giving everyone the opportunity to earn 20 points. For the Measures of Academic Progress Assessments each teacher will receive a score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. Every teacher in grades K-3 will receive the same score. Please see attached table to view the percentages and the points earned.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 18-20 the teacher will be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 9-17 the teacher will be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 3-8 the teacher will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 0-2 the teacher will be considered ineffective.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades) and Measures of Academic Progress (Math and ELA)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades) and Measures of Academic Progress (Math and ELA)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades) and Measures of Academic Progress (Math and ELA)
3	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades) and Measures of Academic Progress (Math and ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grades K-3 will receive a HEDI score based on 2 school wide measurements of students. Each of those measurements will be rated on a scale of 0-10 giving everyone the opportunity to earn 20 points. For the Measures of Academic Progress, Math and ELA scores, each teacher will receive a score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. Every teacher in grades K-3 will receive the same score. Please see attached table to view the percentages and the points earned.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 18-20 the teacher will be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 9-17 the teacher will be considered effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 3-8 the teacher will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 0-2 the teacher will be considered ineffective.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Teachers in grades 6-8 Science will receive a HEDI score based on 2 school wide measurements of students. Each of those measurements will be rated on a scale of 0-10 giving everyone the opportunity to earn 20 points. For the Measures of Academic Progress, Math and ELA scores, each teacher will receive a score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. For the NY State Assessments in ELA and Math the district will also calculate the percent of students in grades 6-8 who received a score of 3 or 4 on the NY State ELA and Math assessments. Every teacher in grades 6-8 will receive the same score.</p> <p>Please see attached table to view the percentages and the points earned.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 18-20 the teacher will be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 9-17 the teacher will be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 3-8 the teacher will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 0-2 the teacher will be considered ineffective.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments

7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grades 6-8 Science will receive a HEDI score based on 2 school wide measurements of students. Each of those measurements will be rated on a scale of 0-10 giving everyone the opportunity to earn 20 points. For the Measures of Academic Progress, Math and ELA scores, each teacher will receive a score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. For the NY State Assessments in ELA and Math the district will also calculate the percent of students in grades 6-8 who received a score of 3 or 4 on the NY State ELA and Math assessments. Every teacher in grades 6-8 will receive the same score. Please see attached table to view the percentages and the points earned.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 18-20 the teacher will be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 9-17 the teacher will be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 3-8 the teacher will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each of the two measurements will add up to a total of 20 points, if the total points are 0-2 the teacher will be considered ineffective.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11

Global 2	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
American History	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11

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.	Teachers in grades 9-12 will receive a HEDI score based on 1 school wide measurement of students. This measurement will be rated on a scale of 0-20 giving everyone the opportunity to earn 20 points The number of points that can be earned will be based upon the percent of students that pass (65 or above) the 5 core regents exams: Global Studies, US History and Government, Algebra, Living Environment, and ELA. Every teacher in grades 9-12 will receive the same score. For students enrolled in Common Core courses, the district will administer both the NYS Integrated and NYS Common Core Algebra I Regents exams and both the NYS Comprehensive and NYS Common Core ELA Regents exams. For both courses, the district will use the higher of the two scores for APPR purposes.
	Please see attached table to view the percentages and the points earned.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 18-20 the teacher will be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 9-17 the teacher will be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 3-8 the teacher will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 0-2 the teacher will be considered ineffective.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and

		Common Core ELA 11
Earth Science	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Chemistry	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Physics	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11

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.	Teachers in grades 9-12 will receive a HEDI score based on 1 school wide measurement of students. This measurement will be rated on a scale of 0-20 giving everyone the opportunity to earn 20 points The number of points that can be earned will be based upon the percent of students that pass (65 or above) the 5 core regents exams: Global Studies, US History and Government, Algebra, Living Environment, and ELA. Every teacher in grades 9-12 will receive the same score. For students enrolled in Common Core courses, the district will administer both the NYS Integrated and NYS Common Core Algebra I Regents exams and both the NYS Comprehensive and NYS Common Core ELA Regents exams. For both courses, the district will use the higher of the two scores for APPR purposes.
	Please see attached table to view the percentages and the points earned.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 18-20 the teacher will be considered highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 9-17 the teacher will be considered effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 3-8 the teacher will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 0-2 the teacher will be considered ineffective.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Geometry	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Algebra 2	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grades 9-12 will receive a HEDI score based on 1 school wide measurement of students. This measurement will be rated on a scale of 0-20 giving everyone the opportunity to earn 20 points The number of points that can be earned will be based upon the percent of students that pass (65 or above) the 5 core regents exams: Global Studies, US History and Government, Algebra, Living Environment, and ELA. Every teacher in grades 9-12 will receive the same score. For students enrolled in Common Core courses, the district will administer both the NYS Integrated and NYS Common Core Algebra I Regents exams and both the NYS Comprehensive and NYS Common Core ELA Regents exams. For both courses, the district will use the higher of the two scores for APPR purposes.
	Please see attached table to view the percentages and the points earned.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 18-20 the teacher will be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 9-17 the teacher will be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 3-8 the teacher will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 0-2 the teacher will be considered ineffective.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Grade 10 ELA	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Grade 11 ELA	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grades 9-12 will receive a HEDI score based on 1 school wide measurement of students. This measurement will be rated on a scale of 0-20 giving everyone the opportunity to earn 20 points The number of points that can be earned will be based upon the percent of students that pass (65 or above) the 5 core regents exams: Global Studies, US History and Government, Algebra, Living Environment, and ELA. Every teacher in grades 9-12 will receive the same score. For students enrolled in Common Core courses, the district will administer both the NYS Integrated and NYS Common Core Algebra I Regents exams and both the NYS Comprehensive and NYS Common Core ELA Regents exams. For both courses, the district will use the higher of the two scores for APPR purposes.
	Please see attached table to view the percentages and the points earned.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 18-20 the teacher will be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 9-17 the teacher will be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The measurement will consist of a scale from 0-20 points, if the total points are 3-8 the teacher will be considered developing.

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

The measurement will consist of a scale from 0-20 points, if the total points are 0-2 the teacher will be considered ineffective.

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
Economics/Participation in Government/Psychology/Sociology	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Computer 7/Computer 8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
Marketing/Accounting	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Calculus/Pre-Calculus	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
English 12	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Spanish 1	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
Spanish 2/Spanish 3/Spanish 4	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Soils, Water, & Forestry	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Elementary Art	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
6th Grade Music/6th Grade Art/6th Grade Technology	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
7th Grade Music/8th Grade Music/7th Grade Art	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
6th Grade Social Studies/7th Grade Social Studies/8th Grade Social Studies	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
Technology 7/Technology 8/Family and Consumer Sciences	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
Music Theory/Band	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
High School Art/Photography/Drawing and Painting	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11

High School Physical Education	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11
Elementary Physical Education	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades) and Measures of Academic Progress (Math and ELA)
Middle Level Physical Education	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math), NYS 6-8 ELA/Math Assessments
World of Technology/DDP Design	6(ii) School wide measure computed locally	NYS regents exams; Global, US History, Integrated and Common Core Algebra I, Living Environment, and Comprehensive and Common Core ELA 11

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

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

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

Teachers in grades K-3 will receive a HEDI score based on 2 school wide measurements of students. Each of those measurements will be rated on a scale of 0-10 giving everyone the opportunity to earn 20 points. For the Measures of Academic Progress Assessments each teacher will receive a score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. Every teacher in grades K-3 will receive the same score.

Each of the two measurements for K-3 teachers will add up to a total of 20 points,
 Teachers in grades 6-8 will receive a HEDI score based on 2 school wide measurements of students. Each of those measurements will be rated on a scale of 0-10 giving everyone the opportunity to earn 20 points. For the Measures of Academic Progress, Math and ELA scores, each teacher will receive a score based upon the percent of students who achieved their appropriate benchmark level by the end of the current academic year. The district will establish these benchmarks based upon published data from Measures of Academic Progress in order to predict achievement on NY State Assessments. For the NY State Assessments in ELA and Math the district will also calculate the percent of students in grades 6-8 who received a score of 3 or 4 on the NY State ELA and Math assessments. Every teacher in grades 6-8 will receive the same score. Each of the two measurements for 6-8 teachers will add up to a total of 20 points,

The measurement for 9-12 teachers will consist of a scale from 0-20 points, Teachers in grades 9-12 will receive a HEDI score based on 1 school wide measurement of students. This measurement will be rated on a scale of 0-20 giving everyone the opportunity to earn 20 points The number of points that can be earned will be based upon the percent of students that pass (65 or above) the 5 core regents exams: Global Studies, US

History and Government, Algebra, Living Environment, and ELA. Every teacher in grades 9-12 will receive the same score. For students enrolled in Common Core courses, the district will administer both the NYS Integrated and NYS Common Core Algebra I Regents exams and both the NYS Comprehensive and NYS Common Core ELA Regents exams. For both courses, the district will use the higher of the two scores for APPR purposes.

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

Each of the two measurements for K-3 teachers will add up to a total of 20 points, if the total points are 18-20 the teacher will be considered highly effective.

Each of the two measurements for 4-8 teachers will add up to a total of 20 points, if the total points are 18-20 the teacher will be considered highly effective.

The measurement for 9-12 teachers will consist of a scale from 0-20 points, If the total points are 18-20 the teacher will be considered highly effective.

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

Each of the two measurements for K-3 teachers will add up to a total of 20 points, if the total points are 9-17 the teacher will be considered effective.

Each of the two measurements for 4-8 teachers will add up to a total of 20 points, if the total points are 9-17 the teacher will be considered effective.

The measurement for 9-12 teachers will consist of a scale from 0-20 points, If the total points are 9-17 the teacher will be considered effective.

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

Each of the two measurements for K-3 teachers will add up to a total of 20 points, if the total points are 3-8 the teacher will be considered developing.

Each of the two measurements for 4-8 teachers will add up to a total of 20 points, if the total points are 3-8 the teacher will be considered developing.

The measurement for 9-12 teachers will consist of a scale from 0-20 points, If the total points are 3-8 the teacher will be considered developing.

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

Each of the two measurements for K-3 teachers will add up to a total of 20 points, if the total points are 0-2 the teacher will be considered ineffective.

Each of the two measurements for 4-8 teachers will add up to a total of 20 points, if the total points are 0-2 the teacher will be considered ineffective.

The measurement for 9-12 teachers will consist of a scale from 0-20 points, If the total points are 0-2 the teacher will be considered ineffective.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/583189-y92vNseFa4/Local Points Chart for RR upload for 3.13.pdf

3.14) Locally Developed Controls

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

We will be using the following controls/adjustments in setting appropriate benchmark levels and passing rates for students:

1. Attendance rates: we are using the 60% figure because if a student sits for less than 60%, this significantly reduces their chance to show growth. Students who are present more than 60% of the potential seat time for a course will count as a factor of 1.0 when determining the percentage of students who have met the target. Students who are present less than 60% of the potential seat time for a course will count as a factor of 0.6 when determining the percentage of students who have met the target.

E.g. If a measure contains 100 students and 90 students were present for more than 60% of the potential seat time and 10 students were present for less than 60% of the seat time the following formula would occur: Attendance Weighted # of students = (90 students x 1.0) + (10 students x .6) = 90 + 6 = 96.

The district would then take the percentage of students meeting the target and divide it by the attendance weighted number of students (96 in our example) to result in the adjusted percentage of students meeting the target. This number would then be applied to the appropriate conversion chart for the measure to determine the HEDI score. If the application of the control would result in more than 2 points being added to the HEDI score, the points added will be capped at 2. In no way will a teacher's HEDI score be adjusted by more than 2 points as a result of the controls/adjustments.

Example Calculation:

Number of students in measure: 100

Number of students meeting target: 70

Unadjusted percentage of students meeting target: $70/100 = 70\%$

Adjusted Number of students in measure: 96

Adjusted percentage of students meeting target: $70/96 = 72.9$ rounded to 73%

1. Attendance rates: we are using the 60% figure because if a student sits for less than 60%, this significantly reduces their chance to show growth. To prevent teachers from manipulating this factor for their benefit, per its attendance policy the district encourages student attendance by developing and implementing grade-appropriate/building-level strategies and programs including, but not limited to:

- Attendance honor rolls to be posted in prominent places in District buildings and included in District newsletters and, with parent/person in parental relation consent, in community publications;
- Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation); and
- Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards).
- Daily automated phone call system and weekly attendance letters to all students with unexcused absences

Intervention Strategy Process

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures);
- b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- c) Discuss strategies to directly intervene with specific element;
- d) Recommend intervention to Superintendent/designee if it relates to change in District policy or procedure;
- e) Implement changes, as approved by appropriate administration;
- f) Utilize appropriate District and/or community resources to address and help re-mediate student unexcused absences, tardiness or early departures;
- g) Students will be brought to building Academic Intervention Team meeting to further discuss situations. Possible PINS process.

2. Students with disabilities (the passing score on Regents exams will be 55 or better)

In no way will a teacher's HEDI score be adjusted by more than 2 points as a result of the controls/adjustments.

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.

The total number of points for every teacher is the same depending on what grade level the majority of their students fall in. For example all grade K-3 teachers will receive the same score, all 4/5 and 6-8 teachers will receive the same score (depending on if they are 15 points or 20 points), and all 9-12 teachers will receive the same score. If a teacher has a combination between measures, they will receive the score based upon what measure the majority of their students can be categorized in. Normal rounding rules will apply but in no case will rounding result in a teacher moving from one scoring band to the next.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, May 09, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
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Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

For tenured teachers:

Each tenured teacher will have one formal observation and four unannounced observations. All observations will be based upon the performance indicators from the NY revised Danielson 2011. The formal observation will be based on components from Domains 1, 2, and 3 from the Danielson rubric and the unannounced observations will be based on components from Domains 2 and 3 from the Danielson rubric. Each component is scored on a scale of 1-4. For multiple, unannounced observations, if a component is observed more than once, the scores will be averaged. If teachers ineffective ratings for all sub component scores, the HEDI score will be a 0 for that observation piece. Every observation will be scored using the software program from Teachscape. For the formal observation, teachers will receive a percent score based upon their total points out of the total possible points and for the unannounced observations, teachers will receive an average percent score based upon their points out of the total possible points. The formal observation percent score will then be multiplied by 25 in order to calculate how many points out of 25 they will receive. The informal observation percent score will then be multiplied by 15 in order to calculate how many points out of 15 they will receive. This makes it so that each teacher can receive a possible 40 points out of their 60 points.

For the remaining 20 points, all tenured teachers will need to turn in a professional portfolio that provides evidence of and reflects

upon the following areas which are addressed in Danielson domain 4;

1. Parental Contact
2. Record Keeping
3. Professional Responsibilities
4. Professional Development
5. Goals.

Each area will receive a holistic score of 0-4 based on artifacts submission, evidence collection, and analysis by the lead evaluator in order to add up to the other 20 points. (I = 0, D = 1-2, E = 3, HE = 4)

This will give all teachers a possible total score of 60 points.

For Probationary Teachers:

Each probationary teacher will have four observations; one full period announced observation and three full period unannounced observations. All observations will be based upon the performance indicators from the NY revised Danielson 2011. The process for assigning points will be the same process as with tenured teachers. This makes it so that each teacher can receive a possible 40 points out of their 60 points.

For the remaining 20 points, all probationary teachers will need to turn in a professional portfolio that provides evidence of and reflects upon the following areas which are addressed in Danielson domain 4;

1. Parental Contact
2. Record Keeping
3. Professional Responsibilities
4. Professional Development
5. Goals

Each area will receive a holistic score of 0-4 based on artifacts submission, evidence collection, and analysis by the lead evaluator in order to add up to the 20 points. (I = 0, D = 1-2, E = 3, HE = 4)

This will give all teachers a possible total score of 60 points. Normal rounding rules will apply, but in no case will rounding result in a teacher moving from one scoring band to the next.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.

The teacher will receive a total score of between 51-60 points to be considered highly effective. For observations, the teacher consistently exceeds the expectations of the performance indicators outlined by the Danielson 2011 rubric. Most of their scores fall within the highly effective range. For the portfolio, the teacher goes above and beyond in all activities outside of their regular classroom teaching.

Effective: Overall performance and results meet NYS Teaching Standards.

The teacher will receive a total score of between 25-50 points to be considered effective. For observations, the teacher consistently meets the expectations of the performance indicators outlined by the Danielson 2011 rubric. Most of their scores fall within the effective range. For the portfolio, the teacher does what is expected of a teacher in activities outside of their regular classroom teaching.

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher will receive a total score of between 7-24 points to be considered developing. For observations, the teacher inconsistently meets the expectations of the performance indicators outlined by the Danielson 2011 rubric. Most of their scores fall within the developing range, thus showing the need for improvement. For the portfolio, the teacher inconsistently does what is expected of a teacher in activities outside of the their regular classroom teaching, thus showing the need for improvement.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher will receive a total of between 0-6 points to be considered ineffective. For observations, the teacher does not meet the expectations of the performance indicators outlined by the Danielson 2011 rubric. Most of their scores fall within the ineffective range, thus showing the need for improvement. For the portfolio, the teacher does not do what is expected of a teacher in activities outside of the their regular classroom teaching, thus showing the need for improvement.

Provide the ranges for the 60-point scoring bands.

Highly Effective	51-60
Effective	25-50
Developing	7-24
Ineffective	0-6

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	4
Informal/Short	0
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	4
Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, January 03, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	51-60
Effective	25-50
Developing	7-24
Ineffective	0-6

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, May 09, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/583192-Df0w3Xx5v6/TIP Form for 6.2.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

(1) A teacher who receives a rating of "ineffective" may appeal his or her performance review. Ratings of "highly effective", "effective", or "developing" cannot be appealed.

(2) A teacher may appeal the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with

the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived, and a teacher may file only one appeal per school year.

(4) Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than ten (10) work days after the date when the teacher receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

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

(6) A panel comprised of the Superintendent, (1) Administrator, and (1) Teacher Representative chosen by the Romulus Faculty Association will meet with the teacher within ten (10) work days of the Superintendent's receipt of an appeal to hear the appeal. If possible, the administrator serving on the panel will not be the evaluator who rated the teacher. The teacher may have a non-voting union representative present at the appeal hearing.

(7) The panel shall issue a written decision on the merits of the appeal no later than ten (10) work days from the date the appeal hearing ends. If the panel sustains the appeal they shall issue an appropriate remedy. If the panel dismisses or denies the appeal, the teacher's score and evaluation shall remain unchanged and the appeal process shall end. The panel's decision shall be final and binding and may not be reviewed or appealed further.

(8) The teacher's failure to comply with the requirements of the appeal procedure shall result in a waiver and/or denial of the appeal within ten (10) work days of the teacher's failure to comply with the requirements. The Superintendent's failure to comply with the requirements of the appeal procedure shall result in an appropriate remedy developed by the appeals committee within ten (10) work days of the Superintendent's failure to comply with the requirements.

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

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

Each evaluator will receive an initial 15 hours of certification training through Teachscape for the Danielson 2011 Frameworks of Teaching and through APPR BOCES training. This training will ensure that there is inter-rater reliability. The re-certification of evaluators will occur on an as needed basis according to NYSED regulations, but at a minimum 5 hours will be required each year of each evaluator. The board of education will certify the evaluators. Training will consist of the 9 required elements outlined in section 30-2.9 of the Rules of the Board of Regents.

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 Tuesday, April 30, 2013

Updated Wednesday, August 07, 2013

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

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

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

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

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

PK-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, May 12, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
PK- 6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades) and Measures of Academic Progress (ELA and Math)
7-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA and Math) all June Regents' examinations administered

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>The process described here for PK-6 and 7-12 Principals is shown by example calculations in the pdf chart uploaded in 8.1. Using 10 point scales combined to give up to 20 points (Prek-6 Principal)</p> <ol style="list-style-type: none"> 1. Determine average % achieving benchmarks (set by district administration in consultation with the principal in grades K-6 for MAP ELA and Math (which includes primary grades). 2. Calculate mean average % achieving K-6 MAP ELA and mean average % achieving K-6 Math (which includes the primary grades) 3. Determine points from 0-10 from metric chart for each mean average and combine points for a total of up to 20. <p>Using 20 point scale (7-12 Principal)</p> <ol style="list-style-type: none"> 1. Determine % achieving benchmarks in grades 7-8 for MAP ELA and Math multiplied by 0.33 2. Determine % passing scores (65 or better) from all June Regents exams multiplied by 0.67 3. Combine products of 1 and 2 above and obtain points from 0-20 from metric chart. <p>Determination of HEDI Rating for Local Measure Determine HEDI rating using 0-20 point metric chart The 15 points charts in task 8.1 will be used when the value-added model is implemented. Until that time, the 20 point charts will be used. For students enrolled in Common Core</p>
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courses, the district will administer both the NYS Integrated and NYS Common Core Algebra I Regents exams and both the NYS Comprehensive and NYS Common Core English Regents Exams. For both courses, the district will use the higher of the two scores for APPR purposes. When combining scores using the uploaded chart, normal rounding rules will apply but in no case will rounding result in a Principal moving from one scoring band to the next.

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

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

(No response)

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

assets/survey-uploads/12190/583194-qBFVOWF7fC/Local Measure Points Chart Principals for 8.1.docx

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

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

those listed in Task 7.3.

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

N/A

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.

Refer to HEDI process.

8.5) Assurances

Please check all of the boxes below:

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

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, May 09, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

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.

Each component within a domain will be given a final 1-4 score based on a running record of component scores generated across multiple school visits. The running record consists of each rating given to an observed component over the course of multiple school visits. Based on an analysis of the running record, the lead evaluator determines a final rating and score for that component. Once the final component scores from each domain are calculated, the component scores will be added together to result in a domain score. Each of the six domains will receive a score from 1 to 4 and a HEDI rating. There will also be an overall score for all six domains. The overall score will be converted to a HEDI rating score (0-60). Conversion charts will be used to identify the scores and ratings. Example Score: Domain A: 30 out of 40, divide by 10 = 3.0 (Effective); Domain B: 28 out of 40, Divide by 10 = 2.8 (Effective); Domain C: 33 out of 40, Divide by 10 = 3.3 (Effective); Domain D: 32 out of 40, Divide by 10 = 3.2 (Effective); Domain E: 26 out of 40, Divide by 10 = 2.6 (Effective); Domain F: 34 out of 40, Divide by 10 = 3.4 (Effective) Total = 18.3

18.3 converts to 3.0 on the Conversion Chart for Rubric Scored (0-24); 3.0 converts to 58 on the HEDI Rating Chart; 58 on the HEDI Rating Chart is an "Effective" rating. The average rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI value. We understand the composite score must be reported in whole numbers. Normal rounding rules will apply but in no case will rounding result in a Principal moving from one scoring band to the next.

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/5143/126362-pMADJ4gk6R/Upload 9.7.pdf>

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

Highly Effective: Overall performance and results exceed standards.	The principal has exceeded expectations on District goal achievement and the Marshall's Principal Evaluation Rubric combined. Highly effective is reserved for truly outstanding leadership.
Effective: Overall performance and results meet standards.	The principal has met expectations on District goal achievement and the Marshall's Principal Evaluation Rubric combined. An effective rating indicates a solid, expected professional performance.

Developing: Overall performance and results need improvement in order to meet standards.	The principal is below expectations on District goals achievement and the Marshall's Principal Evaluation Rubric combined. Developing indicates that improvement is necessary and that there were some real deficiencies in performance.
Ineffective: Overall performance and results do not meet standards.	The principal is below expectations on District goals achievement and the Marshall's Principal Evaluation Rubric combined. Ineffective is clearly unacceptable and improvement must be noted or dismissal procedures would be initiated.

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	8
By trained administrator	N/A
By trained independent evaluator	N/A
Enter Total	8

Tenured Principals

By supervisor	8
By trained administrator	N/A
By trained independent evaluator	N/A
Enter Total	8

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, January 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, May 09, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/583197-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN 11.2 for RR.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

When a Principal receives a composite rating of "Developing" or "Ineffective" through an annual professional performance review, a Principal Improvement Plan will be developed and implemented. A PIP must be implemented no later than 10 days after the beginning of the subsequent school year (first teacher day). The principal must make progress toward attaining standards-based goals within a specific period of time. The PIP will include:
+ the identification of areas that need improvement

- + differentiated activities to support improvements in these areas
- + a timeline for achieving improvement
- + the manner in which achievement will be assessed

APPR APPEALS PROCEDURE

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured principal's Annual Professional Performance Review (APPR). The procedures contained herein are not available to probationary principals.

The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured principal's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

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

- (1) Only principals who receive a rating of "Ineffective or Developing" may appeal his or her performance review. Any principals that receive a rating of "Effective" or "Highly Effective" cannot appeal, however, have the right to submit a written professional response to their APPR.
- (2) A principal may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the Commissioner of Education, and compliance with the procedures for the conduct of performance reviews set forth in the Annual Professional Performance Review plan.
- (3) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (4) Appeals concerning a principal's performance review must be received in the office of the Superintendent of Schools no later than 5 school days after he/she receives his/her APPR composite score. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal's right to appeal that performance review.
- (5) Probationary principals can only pursue procedural appeals. Tenured principals can pursue procedural and/or substantive appeals. Process appeals and substantive appeals by tenured principals shall be heard by a WFL BOCES designee within ten (10) working days of the filing of the appeal with the Superintendent. The WFL BOCES designee will be assigned to review and render a decision on the appeal within ten (10) working days of receiving the appeal. The designee will be collaboratively agreed upon by Superintendent and Principal.
- (6) A principal wishing to initiate an appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal, to the Superintendent. The appeal must be submitted in writing. E-mail or other electronic submissions are not permitted. Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
- (7) Under this appeals process the principal is expected to provide an explanation of relief requested. The principal is required to provide facts and evidence upon which he/she seeks relief.
- (8) The WFL BOCES designee, shall consider the evidence, perform any investigation, and render a written decision to the Superintendent & Principal within 30 calendar days.
- (9) The decision of the WFL BOCES designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the WFL BOCES designee shall not be subject to any further appeal. The designee will be collaboratively agreed upon by Superintendent and Principal.
- (10) If the appeal is sustained, the original performance review shall be revised accordingly. The revised performance review may not be reviewed or appealed under this procedure. If the appeal is rejected, the original APPR and Composite Score shall remain unchanged.

The principal's failure to comply with the requirements of this Appeals Procedure shall result in a denial of the appeal.

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

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

The Superintendent will ensure that the principal evaluator has been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- 1) The ISLLC Leadership 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;
- 4) Application and use of the principal rubric, including training on the effective application of such rubric to observe a principal's practice;
- 5) Application and use of any assessment tools that the school district utilizes to evaluate its building principals, including but not limited to professional growth goals and school improvement goals, etc.
- 6) Application and use of any locally selected measures of student achievement used by the district to evaluate its principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology, including how scores are generated for each sub-component and the composite effectiveness score, and application and use of the scoring ranges prescribed by the Commissioner; and
- 9) Specific considerations in evaluating principals of English language learners and students with disabilities.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. Successful completion of training will ensure inter-rater reliability. Each evaluator will receive an initial 15 hours of training and a minimum of 5 hours each year thereafter.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Tuesday, May 20, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/583198-3Uqgn5g9Iu/District Certification 05-20-14.pdf](assets/survey-uploads/12158/583198-3Uqgn5g9Iu/District%20Certification%2005-20-14.pdf)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

4-8 Teachers (15 points)

NYS Assessments

This number will be calculated based upon the percentage of students passing all of the applicable 4-8 ELA/Math NYS assessments. This number will be calculated based on the combined percentages for the results on the applicable 4-8 ELA/Math NYS for a combined possible score of 10.

0-20%	0 points
21-30%	1 points
31-45%	2 points
46-55%	3 points
56-74%	4 points
75%-100%	5 points

MAP ELA/Math

This number will be calculated based upon the percentage of students who achieve their benchmark level by the end of the current academic year.

0-35%	0 points
36-55%	1 points
56-64%	2 points
65-74%	3 points
75-84%	4 points
85-100%	5 points

4-8 Teachers (20 points)

NYS Assessments

This number will be calculated based upon the percentage of students passing all of the applicable 4-8 ELA/Math NYS assessments. This number will be calculated based on the combined percentages for the results on the applicable 4-8 ELA/Math NYS for a combined possible score of 14.

0-20%	0 points
21-28%	1 points
29-40%	2 points
41-50%	3 points
51-65%	4 points
66-72%	5 points
73-84%	6 points
85-100%	7 points

MAP ELA/Math

This number will be calculated based upon the percentage of students who achieve their benchmark level by the end of the current academic year.

- 0-35% 0 points
- 36-51% 1 points
- 52-60% 2 points
- 61-70% 3 points
- 71-80% 4 points
- 81-90% 5 points
- 91-100% 6 points

K-8 Teachers

Measures of Academic Progress and/or NYS Assessments as applicable

This number will be calculated based upon the percentage of students who achieve their benchmark level by the end of the current academic year. For K-3 teachers, the MAP Primary Grades and MAP ELA/Math will be combined for one score. For 4-8 teachers, the MAP ELA and Math and NYS Assessments will be combined for one score.

0-5%	0 points
6-10%	1 points
11-20%	2 points
21-30%	3 points
31-40%	4 points
41-50%	5 points
51-60%	6 points
61-70%	7 points
71-80%	8 points
81-90%	9 points
91-100%	10 points

9-12 Teachers

Regents Exams

This number will be calculated based upon the average number of in house students who passed the US History, Global, Living Environment, and ELA Regents exams.

0-3%	0 points
4-8%	1 points
9-12%	2 points
13-18%	3 points
19-22%	4 points
23-28%	5 points
29-33%	6 points
34-38%	7 points
39-43%	8 points
44-48%	9 points
49-53%	10 points
54-58%	11 points
59-63%	12 points
64-68%	13 points
69-72%	14 points
73-77%	15 points
78-82%	16 points
83-87%	17 points
88-92%	18 points
93-95%	19 points
96-100%	20 points

APPR – Teacher Improvement Plan

Teacher: _____ Evaluation Year: _____ Issue Date: _____

A Teacher Improvement Plan must commence within ten (10) days of the opening of classes following the performance year for which the teacher was rated ineffective or developing. TIPs are not disciplinary and must be cooperatively developed between the building principal and the identified teacher. He/she may involve an Association representative if requested.

Areas of Improvement (e.g. rubric areas, maximum of three)

Timeline for Achieving Improvement (e.g. checkpoint meetings)

District-Provided Professional Resources (e.g. mentoring, professional development)

Evidence (e.g. observations)

Means of Assessment (e.g. evaluation rubric)

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

PreK-6 Principal Metric Example

Average % K-6 students achieving MAP Reading benchmark converted to 0-10 points + Average %K-6 students achieving MAP Math benchmark converted to 0-10 points

MAP Assessments (% Achieving Benchmarks)

% MAP Reading Achieving Benchmark to 0-10 points		% MAP Mathematics Benchmark to 0-10 points	
0-5%	0 points	0-5%	0 points
6-10%	1 point	6-10%	1 point
11-20%	2 points	11-20%	2 points
21-30%	3 points	21-30%	3 points
31-40%	4 points	31-40%	4 points
41-50%	5 points	41-50%	5 points
51-60%	6 points	51-60%	6 points
61-70%	7 points	61-70%	7 points
71-80%	8 points	71-80%	8 points
81-90%	9 points	81-90%	9 points
91-100%	10 points	91-100%	10 points

75% of K-6 students achieve Reading Benchmark = 8 points

85% of K-6 students achieve Math Benchmark = 9 points

8 + 9 = 17 points

Total % Achieving/Passing	Points
0-3%	0 points
4-8%	1 point
9-12%	2 points
13-18%	3 points
19-22%	4 points
23-28%	5 points
29-33%	6 points
34-38%	7 points
39-43%	8 points
44-48%	9 points
49-53%	10 points
54-58%	11 points
59-63%	12 points
64-68%	13 points
69-72%	14 points
73-77%	15 points
78-82%	16 points
83-87%	17 points
88-92%	18 points
93-95%	19 points
96-100%	20 points

7-12 Principal Metric Example

Percent 7-8 Achieving MAP Reading and Math Benchmarks x 0.33 plus percent passing scores on all June Regents x 0.67 converted to 0-20 points.

(75% 7-8 achieving MAP x 0.33) + (85% passing scores on Regents x 0.67)

(24.75% + 56.95%) = 81.7%

81.7% = 16 points

HEDI Rating Chart

0-2 points	3-8 points	9-17 points	18-20 points
Ineffective	Developing	Effective	Highly Effective

% MAP Reading Achieving Benchmark to 0-10 points		% MAP Mathematics Benchmark to 0-10 points	
0-3%	0 points	0-3%	0 points
4-7%	0.5 points	4-7%	0.5 points
8-11%	1.0 points	8-11%	1.0 points
12-18%	1.5 points	12-18%	1.5 points
19-25%	2.0 points	19-25%	2.0 points
26-32%	2.5 points	26-32%	2.5 points
33-39%	3.0 points	33-39%	3.0 points
40-46%	3.5 points	40-46%	3.5 points
47-53%	4.0 points	47-53%	4.0 points
54-60%	4.5 points	54-60%	4.5 points
61-67%	5.0 points	61-67%	5.0 points
68-74%	5.5 points	68-74%	5.5 points
75-81%	6.0 points	75-81%	6.0 points
82-88%	6.5 points	82-88%	6.5 points
89-95%	7.0 points	89-95%	7.0 points
96-100%	7.5 points	96-100%	7.5 points

PK-6 Principal Points Chart for Value Added Model

Total % Achieving/Passing	Points
0-6%	0 points
7-13%	1 point
14-20%	2 points
21-27%	3 points
28-34%	4 points
35-41%	5 points
42-48%	6 points
49-55%	7 points
56-62%	8 points
63-69%	9 points
70-76%	10 points
77-83%	11 points
84-89%	12 points
90-93%	13 points
94-96%	14 points
97-100%	15 points

7-12 Principal Points Chart for Value Added Model

60 percent Other Measures - Example Conversion Charts for Rubric Scored on 0-24 Scale

Example 0-24 Point Scale Conversion Chart*	
Based on a 24 Point Scale	Converted to 1-4 Rating
Ineffective	
6-7	1
8-9	1.1
10-11	1.2
12	1.3
13	1.4
Developing	
13.2-13.3	1.5
13.4-13.5	1.6
13.6-13.8	1.7
13.9-14.0	1.8
14.1-14.3	1.9
14.4-14.5	2
14.6-14.8	2.1
14.9-15.0	2.2
15.1-15.3	2.3
15.4-15.5	2.4
Effective	
15.6 – 16.0	2.5
16.1 – 16.5	2.6
16.6 - 16.9	2.7
17.0 – 17.4	2.8
17.5 – 17.9	2.9
18.0 – 18.4	3
18.5 - 18.9	3.1
19.0 - 19.4	3.2
19.7 - 19.9	3.3
20.0 - 20.2	3.4
Highly Effective	
20.3 – 21.0	3.5
21.1 – 21.7	3.6
21.8 – 22.5	3.7
22.6 – 23.2	3.8
23.3 – 23.9	3.9
24.0	4

60 percent Other Measures - Example Conversion Charts for HEDI Rating and 0-60 Point s

Total Average Rubric Score	Conversion score for composite	<i>Continued from Column 2</i>	
Ineffective			
1.000	0	1.350	43
1.008	1	1.358	44
1.017	2	1.367	45
1.025	3	1.375	46
1.033	4	1.383	47
1.042	5	1.392	48
1.050	6	1.400	49
1.058	7	Developing	
1.067	8	1.5	50
1.075	9	1.6	50.7
1.083	10	1.7	51.4
1.092	11	1.8	52.1
1.100	12	1.9	52.8
1.108	13	2	53.5
1.115	14	2.1	54.2
1.123	15	2.2	54.9
1.131	16	2.3	55.6
1.138	17	2.4	56.3
1.146	18	Effective	
1.154	19	2.5	57
1.162	20	2.6	57.2
1.169	21	2.7	57.4
1.177	22	2.8	57.6
1.185	23	2.9	57.8
1.192	24	3	58
1.200	25	3.1	58.2
1.208	26	3.2	58.4
1.217	27	3.3	58.6
1.225	28	3.4	58.8
1.233	29	Highly Effective	
1.242	30	3.5	59
1.250	31	3.6	59.3
1.258	32	3.7	59.5
1.267	33	3.8	59.8
1.275	34	3.9	60
1.283	35	4	60.25 (round to 60)
1.292	36		
1.300	37		
1.308	38		
1.317	39		
1.325	40		
1.333	41		
1.342	42		

PRINCIPAL IMPROVEMENT PLANS (PIP)

The Principal Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in identified areas of significant concern

When a Principal receives a composite rating of “Developing” or “Ineffective” through an annual professional performance review, a Principal Improvement Plan will be developed and implemented.

A PIP must be implemented no later than 10 days after the beginning of the subsequent school year (first teacher day). The principal must make progress toward attaining standards-based goals within a specific period of time. The PIP will include:

- The identification of areas that need improvement
- Differentiated activities to support improvements in these areas
- A timeline for achieving improvement
- The manner in which achievement will be assessed

The plan will clearly describe the professional learning activities that the principal must complete. These activities should be connected directly to the areas needing improvement. The additional assistance and support that the principal will receive will be clearly stated in the PIP.

The principal will meet with the Superintendent at least twice during the year to review the plan and any artifacts and evidence from observations and professional activities. The meetings and evidence will allow for professional dialogue to review progress, make adjustments, and provide a final, summative rating for the principal.

It is also understood that a PIP is developed for professional growth and required for “Ineffective” and “Developing” ratings. A PIP is not intended as a punitive measure.

It is further understood, that the district has the authority to develop and administer a non-mandated PIP for any areas in need of improvement.

RCSD APPR – Principal Improvement Plan

Name of Principal _____ Evaluation Year _____

Date Issued to Principal _____

A Principal Improvement Plan must be provided to principals who score a “Developing” or “Ineffective” on the annual evaluation. The PIP must be provided to the principal within 10 days from the opening of the school year, or first teacher day (whichever comes first) in the school year following the performance/evaluation year.

Identification of the Areas of Improvement

Goals/Objectives:

Timeline for Achieving Improvement

Procedures/Differentiated Activities to Support Improvement Plan:

Evaluation of Improvement Plan:

Superintendent’s Signature: _____ Date: _____

Principal’s Signature: _____ Date: _____

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

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

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

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

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

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

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

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

Signatures, dates

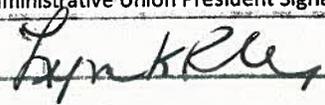
Superintendent Signature: Date:

 5-20-14

Teachers Union President Signature: Date:

 5-20-14

Administrative Union President Signature: Date:

 5-20-14

Board of Education President Signature: Date:

 5-20-14