



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

Commissioner of Education  
President of the University of the State of New York  
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July 14, 2014

**Revised**

Dr. Kathleen Spring, Superintendent  
Rotterdam-Mohonasen Central School District  
2072 Curry Road  
Schenectady, NY 12303

Dear Superintendent Spring:

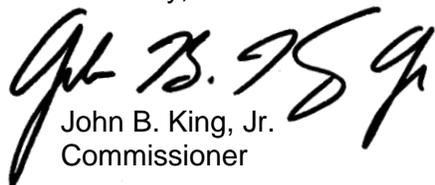
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: Charles Dedrick

**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 Wednesday, August 21, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 530515060000

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

530515060000

#### 1.2) School District Name: ROTTERDAM-MOHONASEN CSD

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

ROTTERDAM-MOHONASEN 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 Thursday, June 26, 2014

### Page 1

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

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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 3<sup>rd</sup> party assessments; or  
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Rotterdam- Mohonasen CSD developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Rotterdam-Mohonasen CSD developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Rotterdam-Mohonasen CSD developed Grade 2 ELA Assessment

	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.

For any course in which an SLO is to be developed, the teacher and the evaluator will identify a pre assessment and a final assessment that will be used to measure student growth. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator (principal) will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO during a meeting

between the teacher and their principal/administrator. Once the pre-assessment is administered at the beginning of the school year, the teacher will score the assessments of the students in the classroom/course. In conjunction with the building principal and/or subject area administrator, one of the following target setting approaches will be selected by mid- October : class-wide minimum rigor expectation for growth set by all teachers for a particular course in conjunction with the building principal or subject area administrator, banded/range-based - student's pre-test scores will be grouped into different levels, students will be expected to demonstrate a minimum of one level of growth between the pre and post assessment, half to 100/close the gap - student pre-test scores will be subtracted from 100 and the difference will be divided by 2 and added to the pre-assessment score for each student to determine their growth target (the half to 100 model will not be used for the state assessments or any assessment scored on a 1-4 scale). The number of points assigned to the teacher will be based upon the targets established during the meeting with the building principal and/or content administrators and will depend upon the target setting method selected at this initial meeting. Teachers within the same grade level or subject will use the same measure of performance. Note: for the banded/range-based model if a student scores at the highest score/range on the pre-test, maintaining that level for the post test will be considered growth. For state assessments scored on a 1-4 scale, the district will use the performance levels provided by the state. Points will be assigned based on the percentage of students meeting or exceeding the target (s).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results are above District grade/course level goals (9-17 Points) 17=84% 16=83% 15=82% 14=81% 13=80% 12=79% 11=78% 10=77% 9=76%-75%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below District grade/course level (3-8 Points) 8=74%-73% 7=72% 6=71%-70% 5=69% 4=68%-67% 3=66%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below District course/grade level goals (0-2 Points) 2=65%-60% 1=59%-50% 0=49%-0%

## 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	District, regional, or BOCES-developed assessment	Rotterdam-Mohonasen CSD developed Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Rotterdam-Mohonasen CSD developed Grade 1 Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Rotterdam-Mohonasen CSD developed Grade 2 Mathematics Assessment

	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.

For any course in which an SLO is to be developed, the teacher and the evaluator will identify a pre assessment and a final assessment that will be used to measure student growth. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator (principal) will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO during a meeting between the teacher and their principal/administrator. Once the pre-assessment is administered at the beginning of the school year, the teacher will score the assessments of the students in the classroom/course. In conjunction with the building principal and/or subject area administrator, one of the following target setting approaches will be selected by mid- October : class-wide minimum rigor expectation for growth set by all teachers for a particular course in conjunction with the building principal or subject area administrator, banded/range-based - student's pre-test scores will be grouped into different levels, students will be expected to demonstrate a minimum of one level of growth between the pre and post assessment, half to 100/close the gap - student pre-test scores will be subtracted from 100 and the difference will be divided by 2 and added to the pre-assessment score for each student to determine their growth target (the half to 100 model will not be used for the state assessments or any assessment scored on a 1-4 scale). The number of points assigned to the teacher will be based upon the targets established during the meeting with the building principal and/or content administrators and will depend upon the target setting method selected at this initial meeting. Teachers within the same grade level or subject will use the same measure

of performance. Note: for the banded/range-based model if a student scores at the highest score/range on the pre-test, maintaining that level for the post test will be considered growth. For state assessments scored on a 1-4 scale, the district will use the performance levels provided by the state. Points will be assigned based on the percentage of students meeting or exceeding the target (s).

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## 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	Rotterdam-Mohonasen CSD developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD 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.

For any course in which an SLO is to be developed, the teacher and the evaluator will identify a pre assessment and a final assessment that will be used to measure student growth. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator (principal) will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO during a meeting between the teacher and their principal/administrator. Once the pre-assessment is administered at the beginning of the school year, the teacher will score the assessments of the students in the classroom/course. In conjunction with the building principal and/or subject area administrator, one of the following target setting approaches will be selected by mid- October : class-wide minimum rigor expectation for growth set by all teachers for a particular course in conjunction with the building principal or subject area administrator, banded/range-based - student's pre-test scores will be grouped into different levels, students will be expected to demonstrate a minimum of one level of growth between the pre and post assessment, half to 100/close the gap - student pre-test scores will be subtracted from 100 and the difference will be divided by 2 and added to the pre-assessment score for each student to determine their growth target (the half to 100 model will not be used for the state assessments or any assessment scored on a 1-4 scale). The number of points assigned to the teacher will be based upon the targets established during the meeting with the building principal and/or content administrators and will depend upon the target setting method selected at this initial meeting. Teachers within the same grade level or subject will use the same measure of performance. Note: for the banded/range-based model if a student scores at the highest score/range on the pre-test, maintaining that level for the post test will be considered growth. For state assessments scored on a 1-4 scale, the district will use the performance levels provided by the state. Points will be assigned based on the percentage of students meeting or exceeding the target (s).

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

Results are well above District grade/course level goals (18-20 Points)  
 20=100%-95%  
 19=94%-90%  
 18=89%-85%

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

Results are above District grade/course level goals (9-17 Points)  
 17=84%  
 16=83%  
 15=82%  
 14=81%  
 13=80%  
 12=79%  
 11=78%

10=77%  
9=76%-75%

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

Results are below District grade/course level (3-8 Points)  
8=74%-73%  
7=72%  
6=71%-70%  
5=69%  
4=68%-67%  
3=66%

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

Results are well below District course/grade level goals (0-2 Points)  
2=65%-60%  
1=59%-50%  
0=49%-0%

## 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	Rotterdam-Mohonasen CSD developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD developed Grade 8 Social Studies Assessment

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

For any course in which an SLO is to be developed, the teacher and the evaluator will identify a pre assessment and a final assessment that will be used to measure student growth. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator (principal) will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO during a meeting between the teacher and their principal/administrator. Once the pre-assessment is administered at the beginning of the school year, the teacher will score the assessments of the students in the classroom/course. In conjunction with the building principal and/or subject area administrator, one of the following target setting approaches will be selected by mid- October : class-wide minimum rigor expectation for growth set by all teachers for a particular course in conjunction with the building principal or subject area administrator, banded/range-based - student's

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below District course/grade level goals (0-2 Points) 2=65%-60% 1=59%-50% 0=49%-0%

## 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	Rotterdam-Mohonasen CSD developed Grade 9 Global 1 Assessment

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

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

For any course in which an SLO is to be developed, the teacher and the evaluator will identify a pre assessment and a final assessment that will be used to measure student growth. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator (principal) will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO during a meeting between the teacher and their principal/administrator. Once the pre-assessment is administered at the beginning of the school year, the teacher will score the assessments of the students in the classroom/course. In conjunction with the building principal and/or subject area administrator, one of the following target setting approaches will be selected by mid- October : class-wide minimum rigor expectation for growth set by all teachers for a particular course in conjunction with the building principal or subject area administrator, banded/range-based - student's pre-test scores will be grouped into different levels, students will be expected to demonstrate a minimum of one level of growth between the pre and post assessment, half to 100/close the gap - student pre-test scores will be subtracted from 100 and the difference will be divided by 2 and added to the pre-assessment score for each student to determine their growth target (the half to 100 model will not be used for the state assessments or any assessment scored on a 1-4 scale). The number of points assigned to the teacher will be based upon the targets established during the meeting with the building principal and/or content administrators and will depend upon the target setting method selected at this initial meeting. Teachers within the same grade level or subject will use the same measure of performance. Note: for the banded/range-based model if a student scores at the highest score/range on the pre-test, maintaining that level for the post test will be considered growth. For state assessments scored on a 1-4 scale, the district will use the performance levels provided by the state. Points will be assigned based on the percentage of students meeting or exceeding the target (s).

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below District course/grade level goals (0-2 Points) 2=65%-60% 1=59%-50% 0=49%-0%

## 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.	For any course in which an SLO is to be developed, the teacher and the evaluator will identify a pre assessment and a final assessment that will be used to measure student growth. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a
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Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator (principal) will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO during a meeting between the teacher and their principal/administrator. Once the pre-assessment is administered at the beginning of the school year, the teacher will score the assessments of the students in the classroom/course. In conjunction with the building principal and/or subject area administrator, one of the following target setting approaches will be selected by mid- October : class-wide minimum rigor expectation for growth set by all teachers for a particular course in conjunction with the building principal or subject area administrator, banded/range-based - student's pre-test scores will be grouped into different levels, students will be expected to demonstrate a minimum of one level of growth between the pre and post assessment, half to 100/close the gap - student pre-test scores will be subtracted from 100 and the difference will be divided by 2 and added to the pre-assessment score for each student to determine their growth target (the half to 100 model will not be used for the state assessments or any assessment scored on a 1-4 scale). The number of points assigned to the teacher will be based upon the targets established during the meeting with the building principal and/or content administrators and will depend upon the target setting method selected at this initial meeting. Teachers within the same grade level or subject will use the same measure of performance. Note: for the banded/range-based model if a student scores at the highest score/range on the pre-test, maintaining that level for the post test will be considered growth. For state assessments scored on a 1-4 scale, the district will use the performance levels provided by the state. Points will be assigned based on the percentage of students meeting or exceeding the target (s).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
Effective (9 - 17 points) Results meet District goals for similar students.	Results are above District grade/course level goals (9-17 Points) 17=84% 16=83% 15=82% 14=81% 13=80% 12=79% 11=78% 10=77% 9=76%-75%
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District grade/course level (3-8 Points) 8=74%-73% 7=72% 6=71%-70% 5=69% 4=68%-67% 3=66%

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

Results are well below District course/grade level goals  
(0-2 Points)  
2=65%-60%  
1=59%-50%  
0=49%-0%

## 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.

For any course in which an SLO is to be developed, the teacher and the evaluator will identify a pre assessment and a final assessment that will be used to measure student growth. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator (principal) will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO during a meeting between the teacher and their principal/administrator. Once the pre-assessment is administered at the beginning of the school year, the teacher will score the assessments of the students in the classroom/course. In conjunction with the building principal and/or subject area administrator, one of the following target setting approaches will be selected by mid- October : class-wide minimum rigor expectation for growth set by all teachers for a particular course in conjunction with the building principal or subject area administrator, banded/range-based - student's pre-test scores will be grouped into different levels, students will be expected to demonstrate a minimum of one level of growth between the pre and post assessment, half to 100/close the gap - student pre-test scores will be subtracted from 100 and the difference will be divided by 2 and added to the pre-assessment score for each student to determine their growth target (the half to 100 model will not be used for the state assessments or any assessment scored on a 1-4 scale). The number of points assigned to the teacher will be based upon the

targets established during the meeting with the building principal and/or content administrators and will depend upon the target setting method selected at this initial meeting. Teachers within the same grade level or subject will use the same measure of performance. Note: for the banded/range-based model if a student scores at the highest score/range on the pre-test, maintaining that level for the post test will be considered growth. For state assessments scored on a 1-4 scale, the district will use the performance levels provided by the state. For students enrolled in common core courses, the district will administer both the NYS integrated and NYS common core algebra 1 regents exams. The district will use the higher of the two scores for APPR purposes. Points will be assigned based on the percentage of students meeting or exceeding the target (s).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
Effective (9 - 17 points) Results meet District goals for similar students.	Results are above District grade/course level goals (9-17 Points) 17=84% 16=83% 15=82% 14=81% 13=80% 12=79% 11=78% 10=77% 9=76%-75%
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District grade/course level (3-8 Points) 8=74%-73% 7=72% 6=71%-70% 5=69% 4=68%-67% 3=66%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below District course/grade level goals (0-2 Points) 2=65%-60% 1=59%-50% 0=49%-0%

## 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	Rotterdam-Mohonasen CSD developed Grade 9 English Language Arts Assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD developed Grade 10 English Language Arts assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive and NYS Common Core English Regents Assessments

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.

For any course in which an SLO is to be developed, the teacher and the evaluator will identify a pre assessment and a final assessment that will be used to measure student growth. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator (principal) will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO during a meeting between the teacher and their principal/administrator. Once the pre-assessment is administered at the beginning of the school year, the teacher will score the assessments of the students in the classroom/course. In conjunction with the building principal and/or subject area administrator, one of the following target setting approaches will be selected by mid- October : class-wide minimum rigor expectation for growth set by all teachers for a particular course in conjunction with the building principal or subject area administrator, banded/range-based - student's pre-test scores will be grouped into different levels, students will be expected to demonstrate a minimum of one level of growth between the pre and post assessment, half to 100/close the gap - student pre-test scores will be subtracted from 100 and the difference will be divided by 2 and added to the pre-assessment score for each student to determine their growth target (the half to 100 model will not be used for the state assessments or any assessment scored on a 1-4 scale). The number of points assigned to the teacher will be based upon the targets established during the meeting with the building principal and/or content administrators and will depend upon the target setting method selected at this initial meeting. Teachers within the same grade level or subject will use the same measure of performance. Note: for the banded/range-based model if a student scores at the highest score/range on the pre-test, maintaining that level for the post test will be considered growth. For state assessments scored on a 1-4 scale, the district will use the performance levels provided by the state. For students enrolled in common core English Regents courses, the district will be administering both the comprehensive and the common core English Regents. The district will use the higher of the two scores for APPR purposes. Points will be assigned based on the percentage of students meeting or exceeding the target (s).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
Effective (9 - 17 points) Results meet District goals for similar students.	Results are above District grade/course level goals (9-17 Points) 17=84% 16=83% 15=82% 14=81% 13=80% 12=79% 11=78% 10=77% 9=76%-75%
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District grade/course level (3-8 Points) 8=74%-73% 7=72% 6=71%-70% 5=69% 4=68%-67% 3=66%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below District course/grade level goals (0-2 Points) 2=65%-60% 1=59%-50% 0=49%-0%

## 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
All other Courses	District, Regional or BOCES-developed	Rotterdam-Mohonasen CSD Developed course-specific 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.	For any course in which an SLO is to be developed, the teacher and the evaluator will identify a pre assessment and a final assessment that will be used to measure student growth. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator (principal) will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students.
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Using the baseline for each student, targets for student success will be specifically identified on the SLO during a meeting between the teacher and their principal/administrator. Once the pre-assessment is administered at the beginning of the school year, the teacher will score the assessments of the students in the classroom/course. In conjunction with the building principal and/or subject area administrator, one of the following target setting approaches will be selected by mid- October : class-wide minimum rigor expectation for growth set by all teachers for a particular course in conjunction with the building principal or subject area administrator, banded/range-based - student's pre-test scores will be grouped into different levels, students will be expected to demonstrate a minimum of one level of growth between the pre and post assessment, half to 100/close the gap - student pre-test scores will be subtracted from 100 and the difference will be divided by 2 and added to the pre-assessment score for each student to determine their growth target (the half to 100 model will not be used for the state assessments or any assessment scored on a 1-4 scale). The number of points assigned to the teacher will be based upon the targets established during the meeting with the building principal and/or content administrators and will depend upon the target setting method selected at this initial meeting. Teachers within the same grade level or subject will use the same measure of performance. Note: for the banded/range-based model if a student scores at the highest score/range on the pre-test, maintaining that level for the post test will be considered growth. For state assessments scored on a 1-4 scale, the district will use the performance levels provided by the state. Points will be assigned based on the percentage of students meeting or exceeding the target (s).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
Effective (9 - 17 points) Results meet District goals for similar students.	Results are above District grade/course level goals (9-17 Points) 17=84% 16=83% 15=82% 14=81% 13=80% 12=79% 11=78% 10=77% 9=76%-75%
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District grade/course level (3-8 Points) 8=74%-73% 7=72% 6=71%-70% 5=69% 4=68%-67% 3=66%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below District course/grade level goals (0-2 Points) 2=65%-60%

1=59%-50%

0=49%-0%

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/576826-TXEttx9bQW/2.11HEDI Conversion for SLOs 20 points320.docx

## 2.12) Locally Developed Controls

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

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

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, June 26, 2014

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 4 ELA summative assessment
5	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 5 ELA summative assessment
6	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 6 ELA summative assessment
7	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 7 ELA summative assessment
8	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 8 ELA summative assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	A Mohonasen district-developed ELA summative assessment will be given at the end of grades 4, 5, 6, 7 and 8 to determine students' proficiency levels (defined as a score of 65% or higher) in ELA. There are multiple teachers per grade level for this course; thus, after the post
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assessments are administered and scored, grade-level data will be analyzed to determine the overall percentage of students proficient in ELA at the particular grade level as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point (20 point scale) or 10 points (15 point scale) effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a Mohonasen district-developed final assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as a score of 65% or higher) in the area of ELA as evidenced by a Mohonaen district-developed final assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a Mohonasen district-developed final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as a score of 65% or higher) in the area of ELA as evidenced by a Mohonasen district-developed final assessment.

### 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	Rotterdam-Mohonasen developed Grade 4 Math summative assessment
5	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 5 summative Math assessment
6	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 6 summative Math assessment
7	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 7 summative Math assessment
8	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 8 summative Math assessment

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

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

<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>A Mohonasen district-developed summative mathematics assessment will be given at the end of grades 4, 5, 6, 7 and 8, to determine students' proficiency (defined as a score of 65% or higher) levels in mathematics. There are multiple teachers per grade level for this course; thus, after the post assessments are administered and scored, grade-level data will be analyzed to determine the overall percentage of students who have achieved proficiency in mathematics at the particular grade level (4, 5, 6, 7 and 8) as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point (20 point scale) or 10 points (15 point scale) effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart</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>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as a score of 65% or higher) in the area of mathematics on a Mohonasen district-developed final assessment</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as a score of 65% or higher) in the area of mathematics on a Mohonasen district-developed mathematics final assessment</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a score of 65% or higher) in the area of mathematics on a Mohonasen district-developed final assessment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency in the area of mathematics (defined as a score of 65% or higher) on a Mohonasen district-developed final assessment</p>

### 3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Rotterdam-Mohonasen developed Kindergarten ELA summative assessment
1	6(ii) School-wide measure computed locally	Rotterdam-Mohonasen developed Grade 1 ELA summative assessment
2	6(ii) School-wide measure computed locally	Rotterdam-Mohonasen developed Grade 2 ELA summative assessment
3	6(ii) School-wide measure computed locally	Rotterdam-Mohonasen developed Grade 3 ELA summative assessment

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A Mohonasen district-developed summative literacy assessment will be given at the end of grades K, 1, and 2 and 3 to determine students' proficiency levels (defined as a score of 65% or higher) in ELA. There are multiple teachers per grade level for this course; thus, after the post assessments are administered and scored, grade-level data will be analyzed to determine the overall percentage of students proficient in ELA at the particular grade level as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a Mohonasen district-developed final assessment (K, 1, 2 and 3).</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a Mohonasen district-developed final assessment (K, 1, 2, and 3).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a Mohonasen district-developed final assessment (K, 1, 2 and 3).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as a score of 65% or higher) in the area of ELA as evidenced by a Mohonasen district-developed final assessment (K, 1, 2 and 3).</p>

### 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	Rotterdam-Mohonasen developed kindergarten mathematics summative assessment
1	6(ii) School-wide measure computed locally	Rotterdam-Mohonasen developed Grade 1 mathematics summative assessment
2	6(ii) School-wide measure computed locally	Rotterdam-Mohonasen developed Grade 2 mathematics summative assessment
3	6(ii) School-wide measure computed locally	Rotterdam-Mohonasen developed Grade 3 mathematics summative assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A Mohonasen district-developed summative mathematics assessment will be given at the end of grades K, 1, and 2 and 3 to determine students' proficiency (defined as 65% or higher) levels in mathematics. After the post assessments are administered and scored, district-level data will be analyzed to determine the overall percentage of students proficient in mathematics at the particular grade level as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher)in the area of mathematics as evidenced by a Mohonasen district-developed final assessment (K, 1, 2 and 3).</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher)in the area of mathematics as evidenced by a Mohonasen district-developed final assessment (K, 1, 2 and 3).</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher)in the area of mathematics as evidenced by a Mohonasen district-developed final assessment (K, 1, 2 and 3) .</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of mathematics as evidenced by a Mohonasen district-developed final assessment (K, 1, 2 and 3).</p>

### 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	Rotterdam-Mohonasen developed summative Grade 6 Science assessment
7	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed summative Grade 7 Science assessment
8	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed summative Grade 8 Science assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A Mohonasen district-developed summative assessment will be given at the end of grades 6,7 and 8 to determine students' proficiency (defined as 65% or higher) levels in science. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students grade-wide scoring proficient on the grade/subject specific assessment listed above. See attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in the area of science on a Mohonasen district-developed final assessment.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher) in the area of science 6,7 and 8 on a Mohonasen district-developed final assessment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher) in the area of science on a Mohonasen district-developed final assessment .</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of science on a Mohonasen district-developed final assessment.</p>

### 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	Rotterdam-Mohonasen developed Grade 6 Social Studies summative assessment
7	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 7 Social Studies summative assessment
8	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 8 Social Studies summative assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A Mohonasen district-developed summative assessment will be given at the end of grades 6, 7 and 8 to determine students' proficiency (defined as 65% or higher) levels in social studies. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students grade-wide scoring proficient on the grade/subject specific assessment listed above. See attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in the area of social studies on a Mohonasen district-developed final assessment</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher) in the area of social studies on a Mohonasen district-developed final assessment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher) in the area of social studies on a Mohonasen district-developed final assessment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of social studies on a Mohonasen district-developed final assessment</p>

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Global 1 summative assessment
Global 2	6(ii) School wide measure computed locally	Rotterdam - Mohonasen developed Global 2 summative assessment
American History	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed American History summative assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A Mohonasen district-developed summative assessment given at the end of each course to determine students' proficiency (defined as 65% or higher) level at the end of each course. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students grade-wide scoring proficient on the grade/subject specific assessment listed above. See attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in the area of global 1, global 2 and American History on a Mohonasen district-developed summative assessment.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher) in the area of social studies on a Mohonasen district-developed final assessment.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher) in the area of social studies on a Mohonasen district-developed final assessment.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of social studies on a Mohonasen district-developed final assessment.</p>

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Living Environment summative assessment
Earth Science	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Earth Science summative assessment
Chemistry	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Chemistry summative assessment
Physics	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Physics summative assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A Mohonasen district-developed summative assessment given at the end of each course to determine students' proficiency (defined as 65% or higher) level at the end of each course. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students grade-wide scoring proficient on the grade/subject specific assessment listed above. See attached chart.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in the area of living environment, earth science, chemistry and physics on a Mohonasen district-developed summative assessment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents a some students achieving proficiency (defined as 65% or higher) in the area of living environment, earth science, chemistry and physics on a Mohonasen district-developed final assessment</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority students achieving proficiency (defined as 65% or higher) in the area of living environment, earth science, chemistry and physics on a Mohonasen district-developed final assessment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of living environment, earth science, chemistry and physics on a Mohonasen district-developed final assessment</p>

### 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	Rotterdam-Mohonasen developed Algebra 1 summative assessment
Geometry	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Geometry summative assessment
Algebra 2	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Algebra 2 summative assessment

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A Mohonasen district-developed summative assessment given at the end of each course to determine students' proficiency (defined as 65% or higher) level at the end of each course. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students grade-wide scoring proficient on the grade/subject specific assessment listed above. See attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in the area of algebra 1, algebra 2 and geometry on a Mohonasen district-developed summative assessment</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher) in the area of algebra 1, algebra 2 and geometry on a Mohonasen district-developed summative assessment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher) in the area of algebra 1, algebra 2 and geometry on a Mohonasen district-developed summative assessment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of algebra 1, algebra 2 and geometry on a Mohonasen district-developed summative assessment</p>

### 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	Rotterdam-Mohonasen developed Grade 9 ELA summative assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 10 ELA summative assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed Grade 11 ELA summative assessment

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A Mohonasen district-developed summative assessment given at the end of each course to determine students' proficiency (defined as 65% or higher) level at the end of each course. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students grade-wide scoring proficient on the grade/subject specific assessment listed above. See attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in the area of ELA 9, 10 and 11 on a Mohonasen district-developed summative assessment</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher) in the area of ELA 9, 10 and 11 on a Mohonasen district-developed summative assessment</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher) in the area of ELA 9, 10 and 11 on a Mohonasen district-developed summative assessment</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of ELA 9, 10 and 11 on a Mohonasen district-developed summative assessment</p>

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
all other courses 9-12 (FACS, Technology, Business, Music, Art, Physical Education)	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed summative assessment specific to each course
all other courses grades 3-5 (science, social studies, physical education, art and music)	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed summative assessment specific to each course

all other courses grades 6-8 (science, social studies, physical education, art, health, computer literacy, family and consumer science, technology and music)	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed summative assessment specific to each course
all other courses grades K-2 (science, social studies, physical education, art and music)	6(ii) School wide measure computed locally	Rotterdam-Mohonasen developed summative assessment specific to each course

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.	A Mohonasen district-developed summative assessment given at the end of each course to determine students' proficiency (defined as 65% or higher) level at the end of each course. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students grade-wide scoring proficient on the grade/subject specific assessment listed above. See attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in all other courses on a Mohonasen district-developed summative assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher) in all other courses on a Mohonasen district-developed summative assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher) in all other courses on a Mohonasen district-developed summative assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in all other courses on a Mohonasen district-developed summative assessment

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/12149/576827-y92vNseFa4/3.13 Locally Selected Measure 20points616.docx

### 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.

n/a

### 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.

Should a teacher have more than one locally selected measure the scores on each of the measures will be combined proportionately (based upon the portion of time for each course/class) and weighted in the combined score as such. Then, the combined score will be converted to a corresponding HEDI score. 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 Tuesday, April 22, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	(No response)
------------------------------	---------------

### 4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

We have agreed through collective bargaining to continue using the attached conversion chart to translate between the 4-point scale on the Danielson Framework for Teaching Rubric and the 60-point scale of potential points for this component of the APPR. This conversion ensures that a teacher who receives any effective rating on the State 20 and Local 20 and also receives overall ratings from 2.5 to 3.4 (Effective range) which then converts to between 57 and 58.8 out of the 60 possible points in the teacher practice rubric portion of the APPR will earn a composite score of at least 75 (the lowest score in the Effective range). Since the conversion chart has specific ratings assigned for conversion of overall weighted average out of a total of 4, normal rounding rules will apply but in no case will rounding result in a teacher moving from one scoring band to the next.

Elements in each domain will be rated on a scale of 1-4. All elements in a domain will be added up for a total score and then divided by the number of elements for an average score from 1-4. Domains 2 and 3 will be weighted 2x. Variances in observational ratings of the same element will be resolved by granting the higher rating. The highest potential score when all four domains are totaled is 24 which is then converted to an overall weighted average score by dividing the total score by 6. Once the weighted average score is calculated, it is converted using the 60 point scale attached.

Rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

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

assets/survey-uploads/5091/128149-eka9yMJ855/4pt-60pt Rubric Score Sub-component Conversion Proposed Conversion Table.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 NYS Teaching Standards.	We will use the Danielson Framework to determine the HEDI rating on a 4-pt scale and then translate this to a 60-pt scale using the conversion chart uploaded in 4.5
Effective: Overall performance and results meet NYS Teaching Standards.	We will use the Danielson Framework to determine the HEDI rating on a 4-pt scale and then translate this to a 60-pt scale using the conversion chart uploaded in 4.5
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	We will use the Danielson Framework to determine the HEDI rating on a 4-pt scale and then translate this to a 60-pt scale using the conversion chart uploaded in 4.5
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	We will use the Danielson Framework to determine the HEDI rating on a 4-pt scale and then translate this to a 60-pt scale using the conversion chart uploaded in 4.5

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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 Monday, June 16, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/12193/576830-Df0w3Xx5v6/Teacher Improvement Plan language and form.docx>

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Only tenured teachers who receive a rating of "ineffective" and "developing" on their Annual Professional Performance Review ("APPR") may appeal their APPR through the procedure herein. Ratings of "effective" and "highly effective" may not be appealed. A teacher may file only one appeal from a single APPR. Those eligible for an appeal shall simply be referred to as "teacher" below.

Probationary teachers may not file appeals through the procedure herein or any other procedure but may submit a written response

which shall be filed with the APPR.

“APPR” and “evaluation” are used interchangeably herein. “Business days” as used herein shall be defined as those days other than weekends and declared holidays, that the District’s Central Office is open.

2. Within three (3) business days of the receipt of a teacher’s APPR, the teacher may request in writing to meet with the evaluating administrator. This meeting shall occur within three (3) business days of the teacher’s request. The purpose of such meeting is for the teacher and evaluating administrator to discuss possible changes to the evaluation based upon information provided by the teacher. The evaluating administrator shall advise the teacher in writing whether there will be any change in the evaluation either at the meeting or within two (2) business days of the meeting.

3. A teacher has ten (10) business days from receipt of the APPR or, if applicable, five (5) business days from receipt of the evaluating administrator’s response in paragraph “2” above, to submit a written appeal to the Superintendent setting forth any and all objections to the APPR. An appeal of an APPR must be based only upon one or more of the following grounds:

a. the substance of the annual professional performance review;

b. the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;

c. the school district’s adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and,

d. the school district’s failure to issue and/or implement the terms of a Teacher Improvement Plan, where required under Education Law Section 3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the teacher.

4. Appeal of a TIP:

A TIP shall be issued within ten (10) business days from the opening of classes in the school year following the school year for which the teacher’s performance is being measured. Within ten (10) business days from the teacher’s receipt of a TIP, the teacher may submit a written appeal to the Superintendent setting forth any and all objections to the TIP.

b. A teacher has ten (10) business days from the date a TIP, as required under Education Law Section 3012-c, is or should have been, completed to submit a written appeal to the Superintendent based upon the District’s failure to implement the terms of a Teacher Improvement Plan.

The written appeal document must clearly identify the grounds for the appeal, and shall explain, in detail, why and how the District has failed to issue and/or implement the terms of a Teacher Improvement Plan, where required under Education Law Section 3012-c. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the TIP was not issued or implemented correctly shall rest with the teacher.

The Superintendent, or his or her designee, will inform the evaluating administrator and the MTA President that the teacher has initiated the appeals process. The Superintendent will provide a copy of the appeal and the evaluation to the evaluating administrator, MTA President, and Appeals Committee (“Committee”, see below) within three (3) business days of receipt of the appeal from the evaluated teacher. At that time, the Superintendent shall also provide the Teacher with the names of the persons on the Appeals Committee.

The evaluating administrator may, at his/her option, provide a written response to the appeal within three (3) business days of receipt of the Superintendent’s notification that an appeal has been filed. If a response is submitted, it must be submitted to the Superintendent, appealing teacher, MTA President, and to the Appeals Committee for its consideration of the appeal.

5. Appeals shall be referred for consideration to an APPR Appeal Committee (“Committee”), a standing committee made up of two tenured administrators from within the District appointed by the Superintendent of Schools, and two tenured teachers from within the District appointed by the President of the MTA. Members shall be appointed for a term of three years and all members shall be required to complete the training required of lead evaluators under the APPR regulations. All APPR training expenses shall be paid by the District. Appointments and/or replacements to the Committee will be completed by the MTA and the District, no later than ten (10) business days after the start of the school year. Any Committee vacancies shall be filled under the above procedure. The Committee shall determine its own rules and operating procedures, which may be altered as the Committee may deem necessary to hear any appeal.

6. An individual teacher or administrator personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Should this occur, the appealing teacher shall have three (3) business days to choose one of the following options:

a. having the appeal considered by one administrator and one teacher from the Committee; or,

b. having a substitute appointed to replace the ineligible Committee member for that specific appeal only. If necessary, a substitute administrator shall be appointed by the Superintendent. If necessary, a substitute teacher shall be appointed by the MTA President. Substitutes to the Committee shall be appointed within three (3) business days. Lead evaluator training shall not be required for any substitute(s) appointed.

7. The Committee will convene within ten (10) business days of receipt from the Superintendent of the written appeal. The teacher's written appeal, APPR, and evaluating administrator's response (if any) shall comprise the record on appeal. Members of the Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

8. All Committee deliberations will be conducted privately and remain confidential except as is required below to further process an appeal.

a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation.

b. If the Committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing teacher, evaluating administrator, MTA president, and the Superintendent of Schools within two (2) business days of the meeting of the Committee.

c. If the Committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee (individually or jointly with another member) may submit to the Superintendent within three (3) business days of the meeting of the Committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee Member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. The Superintendent of Schools will review all statements and the record on appeal and will make the final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) business days of the Committee's notice that it could not reach a determination or, if applicable, within ten (10) business days of the Superintendent's receipt of any written Committee statements referenced above. Copies of the Superintendent's determination shall be provided to the appealing teacher, evaluating administrator and MTA president.

d. A copy of the APPR, the teacher's appeal, and the final written determination (Superintendent or Committee) shall be placed in the teacher's personnel file. A complete copy of the record on appeal, including any Committee Member statements, shall be separately maintained in a file in the Superintendent's office.

9. The determination (by either the Committee or Superintendent) shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained in whole or in part, the Committee or the Superintendent may modify a rating, or order the rating vacated and set aside. Notwithstanding the above, a composite score shall be reported for each teacher.

10. The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal. However, the failure of either the District or the MTA to abide by the above agreed upon process shall be subject to the grievance procedure set forth in the parties' collective bargaining agreement. Nothing contained in this provision shall prohibit a teacher from raising the validity of the APPR in question on any of the specific procedural (i.e. non-substantive) bases specifically raised in the teacher's appeal and set forth in support of the teacher's defense.

11. The parties agree that the Appeal process described herein shall be subject to review upon the mutual agreement of the parties. In the event of such agreement, parties agree to convene a committee comprised of three representatives of the Association and three representatives of the District to conduct such review. If during such review the parties agree upon changes to the appeal process, such changes shall be incorporated into this review process language. If the parties cannot agree upon changes proposed by either party, then the review process described herein shall remain unchanged.

#### 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.

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's annual professional performance review. All administrators in the school district will be certified as lead evaluators on an annual basis. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended State Education Department model certification process.

The District will ensure that all evaluators are trained as lead evaluators and that all receive consistent and rigorous training. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the required training (not less than 25 hours of training per year). The Board of Education will approve and certify all individuals who complete required training as documented by the Superintendent on an annual basis. The Superintendent will maintain records documenting the training and certification of lead evaluators.

Evaluator training will occur in an ongoing and consistent manner through sessions provided regionally in cooperation with BOCES and conducted by the Capital Region BOCES network team personnel who have participated in the NYSED evaluator training for Network Teams. Training may also be provided at times by personnel authorized to train on behalf of an evaluation rubric approved by the New York State Education Department (e.g. Danielson, teachscape etc.)

Evaluators will be re-certified on an annual basis. Evaluators will attend a minimum of 3 full days of training over the course of the summer and school year. In addition, at each of the district's administrative meetings that occur 1 time monthly, there will be a standing agenda item to review actual evaluations, analyze how clear evidence is, determine how to improve upon writing evaluations/evidence and also practice inter-rater reliability (a minimum of 30 minutes per meeting will be dedicated to this item/task). In addition, the District will establish a process to maintain and improve inter-rater reliability over time in accordance with New York State Department of Education guidelines and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments, and/or calibration sessions across evaluators.

Training will include but not be limited to:

- \*New York State Teaching Standards and ISLLC Standards
- \*Evidence based observation
- \*Application and use of the State-approved teacher or principal rubrics
- \*Application and use of Student Growth Percentile and Value Added Growth Model data
- \*Application and use of any assessment tools used to evaluate teachers and principals
- \*Application and use of State-approved locally selected measures of student achievement
- \*Use of statewide instructional reporting system
- \*Scoring methodology used to evaluate teachers and principals
- \*Specific considerations in evaluating teachers and principals of ELLS and students with disabilities
- \*Unit creation and instructional strategies

#### Lead Evaluator

The Superintendent of the Mohonasen Central School District will be trained and certified as a lead evaluator according to the State Education Department's model to ensure consistency, standardization, understanding and ability to reinforce and support evaluators and defensibility for the district.

#### Responsibilities

The Superintendent, in the role of Lead Evaluator will document completion of training and certify each principal and all other administrators in the district based upon the same model described above. All trained evaluators shall complete observations and once appropriately certified and authorized by the Superintendent, shall also be able to complete summative evaluations and APPR rubrics. Each administrator will fill out the "certification for Lead Evaluator" form and submit to the Superintendent annually for approval by the Board of Education.

#### Timeline

All lead evaluators (superintendent and administrators shall be appropriately trained and certified annually by board of education resolution) or within thirty (30) days after initial appointment when applicable.

#### Re-Certification and Updated Training

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

## 6.5) Assurances -- Evaluators

Please check the boxes below:

---

• Checked

---

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 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 Monday, June 16, 2014

## Page 1

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

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

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

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

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

3-5
6-8
9-12

### 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)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists  
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms  
 List of State-approved 3<sup>rd</sup> party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Primary School K-2	District, regional, or BOCES-developed	Rotterdam-Mohonasen CSD developed ELA Assessment for Kindergarten, Grade 1 and Grade 2 and Rotterdam Mohonasen CSD developed Mathematics Assessments for Grades K, Grade 1 and Grade 2

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.	The principal and evaluator will identify a pre-test or baseline assessment/measure (i.e. previous year results) that will be used at the beginning of the course to assess incoming students. These assessments will be mutually selected by the principal and the evaluator. Using the baseline for students, class-wide growth targets for student success will be specifically identified on the SLO between the principal and the evaluator. The number of points assigned to the Principal will be based upon the percentage of students meeting or exceeding their agreed-upon, specified target as identified in the HEDI conversion chart (attached).
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results are well above District grade/course level goals (18-20 Points)

20=100%-95%  
19=94%-90%  
18=89%-85%

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

Results are above District grade/course level goals  
(9-17 Points)  
17=84%  
16=83%  
15=82%  
14=81%  
13=80%  
12=79%  
11=78%  
10=77%  
9=76%-75%

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

Results are below District grade/course level  
(3-8 Points)  
8=74%-73%  
7=72%  
6=71%-70%  
5=69%  
4=68%-67%  
3=66%

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

Results are well below District course/grade level goals  
(0-2 Points)  
2=65%-60%  
1=59%-50%  
0=49%-0%

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 Special Considerations

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, June 16, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	Mohonasen district developed grades 3,4,and 5 summative assessment in ELA and mathematics
6-8	(d) measures used by district for teacher evaluation	Mohonasen developed grades 6,7, and 8 summative assessment in ELA and Mathematics
9-12	(d) measures used by district for teacher evaluation	NYState Regents exams in Algebra - NYState Integrated Algebra Regents and NYS Common Core Algebra Regents, Living Environment, Global Studies, US History and Government and English 11 - NYState Comprehensive English Regents and NYState Common Core English Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	A Mohonasen district-developed summative assessment will be given at the end of each grade, 3-8, to determine students' proficiency (defined as a score of 65% or higher) levels in ELA and mathematics at the elementary level and ELA and Math at the middle school level 6-8. At the high school level,students' proficiency (defined as a score of 65 or higher)will be measured by Regents exams in Algebra I, Living Environment, Global History and Geography, United States History, and Comprehensive English. After the post assessments are administered and scored, building-level data will be analyzed to determine the overall percentage of students proficient at the particular grade level as evidenced by the summative assessment. In order to assign HEDI scores, for the principals, we will average the percentage of students from their assigned building proficient on each exam and we will set 80% as an effective performance and differentiate HEDI categories
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as per attached table . For students enrolled in Common Core courses, the district will administer both NYS Integrated and Common Core Algebra Regents and NYState Comprehensive English Regents and the Common Core English Regents. For both courses, the District will use the higher of the 2 scores.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as a score of 65 or higher) on the Mohonasen district-developed summative assessment for grade levels 3-8 or Regents exam for grades 9-12.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as a score of 65 or higher) on the Mohonasen district-developed summative assessment for grade levels 3-8 or Regents exam for grades 9-12.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a score of 65 or higher) on the Mohonasen district-developed summative assessment for grade levels 3-8 or Regents exam for grades 9-12.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as a score of 65 or higher) on the Mohonasen district-developed summative assessment for grade levels 3-8 or Regents exam for grades 9-12.

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.

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## 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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Mohonasen developed grades k, 1 and 2 summative assessment in ELA and mathematics

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.	A Mohonasen district-developed summative assessment will be given at the end of each grade K, 1, 2, to determine students' proficiency (defined as a score of 65% or higher) level in ELA and mathematics. After the post assessments are administered and scored, building-level data will be analyzed to determine the overall percentage of students proficient at the particular grade level as evidenced by the summative assessment. In order to assign HEDI scores, for the principals, we will average the percentage of students from their assigned building
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proficient on each exam and we will set 80% as an effective performance and differentiate HEDI categories as per attached table .

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

Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as a score of 65 or higher) on the Mohonasen district-developed summative assessment.

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

Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as a score of 65 or higher) on the Mohonasen district-developed summative assessment.

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

Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a score of 65 or higher) on the Mohonasen district-developed summative assessment.

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

Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as a score of 65 or higher) on the Mohonasen district-developed summative assessment.

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.

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### 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.

Not Applicable

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, June 16, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric   Rubric	Multidimensional Principal Performance 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.

In previous years, we piloted the Marshall Principal Evaluation Rubrics and the Multi-Dimensional Principal Performance Rubric. After ongoing discussion and use of both rubrics, the district and the administrative bargaining group have agreed to move forward with the Multi-Dimensional Principal Performance Rubric. The conversion chart applies to the selection of this evaluation rubric. In addition, the district and the administrative group have agreed that all administrators in the district will be evaluated with this rubric (including principals, assistant principals, academic administrators, director of special education, director of health, athletics and physical education and any other member of the unit).

For the current school year, we have agreed through the collective bargaining process to use the attached conversion chart to translate between the 4 point rubric and the 60 point rubric for use with the Multi-Dimensional Principal Performance Rubric. This conversion table aligned with the MDPPR ensures that a principal/administrator who receives any effective rating on the State 20 and Local 20 and also receives ratings in the 2.5 to 3.4 range (effective) on the Multi-Dimensional Principal Performance Rubric will earn a composite score of at least 75 (effective) out of the total 100 points possible in the calculation of the APPR composite score. For the Multi-Dimensional Principal Performance Rubric scoring, the district will actually use the scoring rubric that comes with the MPPR entitled "MPPR Points Breakdown by Domain" for providing a score to the principal (see attached). Each component will be scored from one to four based on evidence collected at each school visit. If a component is observed more than once over multiple school visits, the highest score observed will be used. The domain score will be calculated upon the component scores and the weighting and formula outlined in the uploaded document. Domain 6 will be combined with the goal setting and attainment domain for a total of 17 components as indicated in the document. The weighted domain scores will be added together and divided by 6 to result in a final rubric score. The total score out of the 60 points will be converted using the HEDI conversion chart.

Rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point values. 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/12205/576833-pMADJ4gk6R/9.7 mppr chart.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.	We will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating on a 4-pt scale and then translate this to a 60 pt. scale using the conversion chart uploaded in 9.7.
Effective: Overall performance and results meet standards.	We will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating on a 4-pt scale and then translate this to a 60 pt. scale using the conversion chart uploaded in 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	We will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating on a 4-pt scale and then translate this to a 60 pt. scale using the conversion chart uploaded in 9.7.
Ineffective: Overall performance and results do not meet standards.	We will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating on a 4-pt scale and then translate this to a 60 pt. scale using the conversion chart uploaded in 9.7.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### Probationary Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

### Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, March 24, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 Thursday, June 26, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/12168/576835-Df0w3Xx5v6/pip document appr512.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### APPEALS

The purpose of the internal APPR appeal process is to foster and nurture growth of the principal/administrator in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. Appeals are reserved for tenured principals/administrators.

Tenured principals/administrators who meet the criteria for the appeal process identified hereafter may access the appeals procedure. A principal/administrator may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised within one appeal.

#### APPR Subject to Appeal Procedure

Any tenured unit member aggrieved by an APPR rating of ineffective or developing may challenge the APPR.

An APPR subjected to a pending appeal shall not be offered in evidence in any Education Law 3020-a proceedings until the appeal process has concluded.

#### Grounds for Appeal

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

- The substance of the APPR;
- The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations;
- The district's failure to comply with the applicable regulations of the Commissioner of Education;
- The district's failure to issue and/or implement the terms of the Principal Improvement Plan as required under Education Law 3012-c.

#### Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed in writing within 10 business days after the tenured principal/administrator has received the APPR or within ten (10) business days of receipt of the Principal Improvement Plan or within ten (10) business days of the alleged failure to implement the improvement plan. Written notification shall be filed with the superintendent or his/her designee. The written appeal document must clearly identify the grounds for the appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the appealing administrator.

Appeals shall be referred for consideration to the Administrative Advisory Review Panel, a standing committee made up of two tenured administrators from the Mohonasen Administrator Association, appointed by the president of the MAA and a Central Office Administrator assigned by the superintendent.

An individual administrator who is personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Within fifteen (15) business days of receipt of an appeal, the Superintendent must submit a detailed written response that includes all documents or materials that are specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal.

The committee will convene within ten (10) calendar days of receipt from the Superintendent of the written appeal. The administrator's written appeal, APPR, and evaluators written response (if any) shall comprise the record on appeal. Members of the committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

#### Decision of the Appeal

All Committee deliberations will be conducted privately and remain confidential except as required below to further process the appeal:

- The committee will evaluate the merits of the appeal based on review of submitted written documentation
- If the committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing principal/administrator, MAA president, and the Superintendent of Schools within two (2) calendar days of the meeting of the committee.
- If the committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee may submit to the Superintendent within three (3) calendar days of the meeting of the committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. At this point, the Superintendent of Schools will meet with the president of the MAA and they will select a mutually agreed upon Superintendent from a local school district to read the appeal and the supporting documents. Said Superintendent will review all statements and the record on appeal and will make a final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) business days after receiving all documentation pertaining to the appeal. All appeal documentation will be provided to the Superintendent within 3 calendar days of the committee's failure to reach a consensus.

The determination of the appeal pursuant to the above process is final and binding.

The parties agree that the Appeal process described herein shall be subject to review upon the mutual agreement of the parties.

## 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 District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's annual professional performance review. All administrators in the school district will be certified as lead evaluators on an annual basis. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended State Education Department model certification process.

The District will ensure that all evaluators are trained as lead evaluators and that all receive consistent and rigorous training. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the required training (not less than 25 hours of training per year). The Board of Education will approve and certify all individuals who complete required training as documented by the Superintendent on an annual basis. The Superintendent will maintain records documenting the training and certification of lead evaluators.

Evaluator training will occur in an ongoing and consistent manner through sessions provided regionally in cooperation with BOCES and conducted by the Capital Region BOCES network team personnel who have participated in the NYSED evaluator training for Network Teams. Training may also be provided at times by personnel authorized to train on behalf of an evaluation rubric approved by the New York State Education Department. Evaluators will be re-certified on an annual basis.

In addition, the District will establish a process to maintain and improve inter-rater reliability over time in accordance with New York State Department of Education guidelines and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments, and/or calibration sessions across evaluators. These concepts will be topics at the monthly administrative meeting and will typically be scheduled for approximately 30-45 minutes on the monthly agenda.

Training will include but not be limited to:

- \*New York State Common Core Teaching Standards and ISLLC Standards
- \*Evidence based observation
- \*Application and use of the State-approved teacher or principal rubrics
- \*Application and use of Student Growth Percentile and Value Added Growth Model data
- \*Application and use of any assessment tools used to evaluate teachers and principals
- \*Application and use of State-approved locally selected measures of student achievement
- \*Use of statewide instructional reporting system
- \*Scoring methodology used to evaluate teachers and principals
- \*Specific considerations in evaluating teachers and principals of ELLS and students with disabilities
- \*Unit creation and instructional strategies

#### Lead Evaluator

The Superintendent of the Mohonasen Central School District will be trained and certified as a lead evaluator according to the State Education Department's model to ensure consistency, standardization, understanding and ability to reinforce and support evaluators and defensibility for the district.

#### Responsibilities

The Superintendent, in the role of Lead Evaluator will document completion of training and certify each administrator in the district based upon the same model described above. All trained evaluators shall complete observations and once appropriately certified and authorized by the Superintendent, shall also be able to complete summative evaluations and APPR rubrics.

Each administrator will fill out the "certification for Lead Evaluator" form and submit to the Superintendent annually for approval by the Board of Education.

#### Timeline

Beginning with the 2011-12 school year and each year thereafter, all lead evaluators (superintendent and administrators) shall be appropriately trained and certified no later than September 1 of each school year or within thirty (30) days after initial appointment when applicable.

#### Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. In addition, they shall receive updated training on any changes in the law, regulations or any applicable collective bargaining agreements. The district expects all administrators to participate in a minimum of 25 hours of training but anticipates that the actual amount of time will exceed that since there is time set aside at monthly administrative meetings to discuss topics related to observations and inter-rater reliability.

## 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
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## 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
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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 Thursday, July 03, 2014

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### 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/12158/576836-3Uqgn5g9Iu/jointcertjune28.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.

Chart 2.11

### HEDI Conversion for SLOs 20 points

Target 80%	HEDI Range
	<b><i>Highly Effective: well above district expectations</i></b>
95-100	20
90-94	19
85-89	18
	<b><i>Effective: meets district expectations</i></b>
84	17
83	16
82	15
81	14
<b>80</b>	<b>13</b>
79	12
78	11
77	10
75-76	9
	<b><i>Developing: below district expectations</i></b>
73-74	8
72	7
70-71	6
69	5
67-68	4
66	3
	<b><i>Ineffective: well below district expectations</i></b>
60-65	2
50-59	1
0-49	0

Chart 3.3

HEDI Conversion for Locally Selected Measures (15 points)

Grades 4-8

(Assumes New York State Approved Value Added Measure)

!

Target 80%	15 point HEDI Range
% Achieving Target	
	<i>Highly Effective: well above district expectations</i>
95-100	15
90-94	14
85-89	14
	<i>Effective: meets district expectations</i>
84	13
83	12
82	11
81	11
<b>80</b>	<b>10</b>
79	9
78	9
77	8
75-76	8
	<i>Developing: below district expectations</i>
73-74	7
72	6
70-71	5
69	4
67-68	3
66	3
	<i>Ineffective: well below district expectations</i>
60-65	2
50-59	1
0-49	0

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Chart 3.3 HEDI Conversion for Locally Selected Measures (20 points)

Grades 4-12

(\*In the case that New York State does not approve a value-added measure.)

!

Target 80%	20 point HEDI Range
% Achieving Target	
	<b><i>Highly Effective: well above district expectations</i></b>
95-100	20
90-94	19
85-89	18
	<b><i>Effective: meets district expectations</i></b>
84	17
83	16
82	15
81	14
<b>80</b>	<b>13</b>
79	12
78	11
77	10
75-76	9
	<b><i>Developing: below district expectations</i></b>
73-74	8
72	7
70-71	6
69	5
67-68	4
66	3
	<b><i>Ineffective: well below district expectations</i></b>
60-65	2
50-59	1
0-49	0

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**Chart 3.13**  
**HEDI Conversion for Locally Selected Measures (20 points)**  
**Grades K-12**

!

<b>Target 80%</b>	<b>20 point HEDI Range</b>
<b>% Achieving Target</b>	
	<b><i>Highly Effective: well above district expectations</i></b>
95-100	20
90-94	19
85-89	18
	<b><i>Effective: meets district expectations</i></b>
84	17
83	16
82	15
81	14
<b>80</b>	<b>13</b>
79	12
78	11
77	10
75-76	9
	<b><i>Developing: below district expectations</i></b>
73-74	8
72	7
70-71	6
69	5
67-68	4
66	3
	<b><i>Ineffective: well below district expectations</i></b>
60-65	2
50-59	1
0-49	0

!

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4-pt. Rubric Average	Points on a 60-pt. Rubric
<b>Ineffective (0-49)</b>	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44

1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
<b>Developing 50-56</b>	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
<b>Effective 57-58</b>	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
<b>Highly Effective 59-60</b>	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

## **Teacher Improvement Plan:**

A TIP may be initiated at any time and must be initiated whenever a teacher receives a rating of developing or ineffective in a year-end evaluation. Both the teacher and administrator will meet for an evaluation conference where the developing or ineffective evaluation is discussed. A TIP is designed by the building principal or designee in collaboration with the teacher and the President of the Mohonasen Teachers' Association (MTA) or designee. Any TIP created in response to a developing or ineffective rating must be in place no later than ten (10) school days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference will be held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation. This meeting shall include the teacher, a MTA representative, an administrator and a peer coach, if applicable.

In addition to other types of interventions that may be agreed upon, the teacher will be offered the opportunity to work with a peer coach. The teacher, the Superintendent and the MTA President will select the coach. The teacher shall determine the extent to which the teacher/coach interactions will remain confidential. The coach and the teacher will collaborate during the first quarter of the TIP plan timeline. During that time, the teacher will be observed by designated members of the administrative team who will concentrate on observing and evaluating goals identified in the TIP. The administrator team will meet with the teacher in a timely manner (within 3 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties. The teacher will have the right to respond to observation summaries and responses will be attached.

The TIP can be for any duration, but no longer than one school year. After the first quarter of the TIP timeline, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and meetings among all parties will continue. If, at the conclusion of the TIP timeline, the TIP goals are met, it will terminate. The administration shall determine if the TIP goals have been met. The culmination of the TIP will be communicated in writing to the teacher and signed by both parties. If the teacher is again rated as developing or ineffective, a new plan will be developed by the teacher and the building principal in collaboration with the Association for the next year.

Also at the end of the school year in which a TIP was in place, the administration shall provide the teacher with a summative evaluation for the school year which includes an APPR rating of highly effective, effective, developing, or ineffective. The teacher upon receiving this summative year end APPR rating shall have the appeal rights accorded under the APPR plan.

All costs associated with implementation of a TIP, including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action predicated upon an ineffective rating shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the

teacher's performance has been evaluated. No disciplinary action shall be taken by the district against a teacher predicated on the ineffective rating which was the subject of the TIP if the teacher has met the performance expectations set by a TIP. Nothing shall be construed to restrict or limit the District's right to bring disciplinary charges against a teacher based upon other grounds, including, but not limited to, misconduct, immoral character or lack of certification. In addition, nothing shall be construed to restrict or limit the District's right to deny tenure, or to otherwise terminate a probationary teacher, in compliance with law and the collective bargaining agreement, and/or constitutionally or statutorily permissible reasons.

The TIP must consist of the following components:

- I. Specific Domains/Practices in Need of Improvement: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan. Goals should be aligned to domains and indicators included in the 2011 Danielson rubric.
- II. Expected Outcomes/Performance and Recommended Action Steps: Identify specific recommendations for what the teacher/principal is expected to do to improve in the identified areas. Delineate specific, realistic and achievable activities for the teacher.
- III. Available Supports and Resources: Identify specific resources and support systems available to assist the teacher to improve performance. Examples: colleagues; coaches; mentors; role playing activities; visitations; courses; workshops; peer visits; materials, etc.
- IV. Responsibilities: Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and the administrator(s); written reports and/or evaluations.
- V. Evidence of Achievement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. Timeline: Provide a specific timeline for implementation of the various components for the TIP for its completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

**Mohonasen Central School District  
Teacher Improvement Plan (TIP) Form**

Teacher: \_\_\_\_\_  
Position: \_\_\_\_\_  
Administrator: \_\_\_\_\_  
Date Issued: \_\_\_\_\_

<b>Areas for Improvement</b>	<b>Expected Outcomes</b>	<b>Resources</b>	<b>Teacher Responsibility</b>	<b>Administrator Responsibility</b>	<b>Timeline for Achieving Improvement</b>	<b>Evidence of Attainment</b>

Comments:

C: Personnel File

Chart 8.1

HEDI Conversion for Locally Selected Measures (15 points)

Grades 3-12

(Assumes New York State Approved Value Added Measure)

!

Target 80%	15 point HEDI Range
% Achieving Target	
	<i>Highly Effective: well above district expectations</i>
95-100	15
90-94	14
85-89	14
	<i>Effective: meets district expectations</i>
84	13
83	12
82	11
81	11
<b>80</b>	<b>10</b>
79	9
78	9
77	8
75-76	8
	<i>Developing: below district expectations</i>
73-74	7
72	6
70-71	5
69	4
67-68	3
66	3
	<i>Ineffective: well below district expectations</i>
60-65	2
50-59	1
0-49	0

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Chart 8.1

HEDI Conversion for Locally Selected Measures (20 points)

Grades 3-12

(\*In the case that New York State does not approve a value-added measure.)

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Target 80%	20 point HEDI Range
% Achieving Target	
	<i>Highly Effective: well above district expectations</i>
95-100	20
90-94	19
85-89	18
	<i>Effective: meets district expectations</i>
84	17
83	16
82	15
81	14
<b>80</b>	<b>13</b>
79	12
78	11
77	10
75-76	9
	<i>Developing: below district expectations</i>
73-74	8
72	7
70-71	6
69	5
67-68	4
66	3
	<i>Ineffective: well below district expectations</i>
60-65	2
50-59	1
0-49	0

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### Chart 8.2

## HEDI Conversion for Locally Selected Measures (20 points)

### Grades K-2

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<b>Target 80%</b>	<b>20 point HEDI Range</b>
<b>% Achieving Target</b>	
	<b><i>Highly Effective: well above district expectations</i></b>
95-100	20
90-94	19
85-89	18
	<b><i>Effective: meets district expectations</i></b>
84	17
83	16
82	15
81	14
<b>80</b>	<b>13</b>
79	12
78	11
77	10
75-76	9
	<b><i>Developing: below district expectations</i></b>
73-74	8
72	7
70-71	6
69	5
67-68	4
66	3
	<b><i>Ineffective: well below district expectations</i></b>
60-65	2
50-59	1
0-49	0

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### MPPR Points Breakdown by Domain

#### 60 Points – Building Principals

Domain	Points
1. Shared Vision of Learning	10
2. School Culture and Instructional Program	15
3. Safe, Efficient, Effective Learning Environment	10
4. Community	10
5. Integrity, Fairness, Ethics	10
6. Political, Social, Economic, Legal and Cultural Context	5

<b>Domain 1</b>	(4) Components $\frac{\text{total \# scored}}{\text{\# of components}} = x$
<b>Domain 2</b>	(10) Components $\left( \frac{\text{total \# scored}}{\text{of components}} \right) 1.5 = x$
<b>Domain 3</b>	(5) Components $\frac{\text{total \# scored}}{\text{\# of components}} = x$
<b>Domain 4</b>	(3) Components $\frac{\text{total \# scored}}{\text{\# of components}} = x$
<b>Domain 5</b>	(6) Components $\frac{\text{total \# scored}}{\text{\# of components}} = x$
<b>Domain 6</b>	(17) Components $\left( \frac{\text{total \# scored}}{\text{of components}} \right) \div 2 = x$

<b>Domains</b>	1	x
(sum of)	2	x
	3	x
	4	x
	5	x
	6	x

next: determine overall rubric average score

Total of Domains = avg.

**Next Step:**

Use the following conversion scale to determine the point range:

Level	Overall Rubric Average Score	60 Point Distribution
Ineffective	1.0 – 1.4	0 – 49
Developing	1.5 – 2.4	50 – 56
Effective	2.5 – 3.4	57 – 58
Highly Effective	3.5 – 4.0	59 – 60

[2.81 falls in the 2.5 – 3.4 range, so the number of points would be 57 – 58.]

**Next Step:**

Find 2.81 on the conversion chart below to find the exact number of points.

[2.81 = 57.6 points]

Please Note: for the below scale, all scores will be rounded up except where the rounding would change a principal's overall rating to a higher rating.

4-pt. Rubric Average	Points on a 60-pt. Rubric
<b>Ineffective: (0-49)</b>	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44

1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
<b>Developing 50-56</b>	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
<b>Effective 57-58</b>	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
<b>Highly Effective 59-60</b>	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

### **Principal Improvement Plans (PIPS)\***

A principal/administrator improvement plan may be developed at any point in the evaluation cycle when a principal/administrator is demonstrating areas that need to be addressed. However, if a summative APPR results in a principal/administrator being rated as developing or ineffective, a principal/administrator shall be provided a PIP as soon as practicable and in no case later than ten school days after the opening of classes for the school year. The Parties agree that the sole purpose of a PIP is improvement of leadership practice and is not a disciplinary action. The PIP shall be developed in consultation with the principal/administrator, the Superintendent and with the Mohonasen Administrator Association. The principal/administrator shall be advised of the right to such representation. The administrators association president shall be informed whenever a principal/administrator is placed on a PIP, and with the agreement of the principal/administrator, shall be provided with a copy of the PIP.

\*note that for purposes of this document, a principal improvement plan is a generic term that will be used not only for principals in need of improvement but for any administrator in the Mohonasen Administrator Association bargaining unit who warrants development and implementation of an improvement plan.

A PIP shall specify:

- The area (s) in need of improvement;
- The performance goals expectations, standards and timelines the principal must meet to achieve an effective rating;
- How improvement will be measured and monitored;
- Schedule of periodic reviews of progress;
- Appropriate differentiated professional development opportunities, materials, resources, and supports the District will provide, including where appropriate the assignment of a mentor.

A tenured principal/administrator who believes that the terms of a PIP are arbitrary, unreasonable, inappropriate or defective, or that the administration has failed to meet its obligation to properly implement the terms of the PIP, may seek relief through an appeal to the Administrative Advisory Review Panel (consisting of 2 administrators from the MAA and the superintendent and another Central Office Administrator designated by the Superintendent). Decisions of the Administrative Advisory Review Panel shall be made by consensus.

Costs associate with the implementation of a PIP shall be borne by the District. No disciplinary action predicated upon an ineffective or developing performance shall be taken by the District against a principal/administrator until the PIP has been fully implemented and its effectiveness in improving the principal/administrator's performance has been evaluated. No disciplinary action against a principal/administrator shall be taken against a principal/administrator who has met all performance expectations set by

the PIP, based upon the PIP. Nothing shall be construed to restrict or limit the District's right to bring disciplinary charges against a principal/administrator based upon the grounds, including but not limited to misconduct, immoral character or lack of certification. In addition, nothing shall be construed to restrict or limit the district's right to deny tenure, or to otherwise terminate a probationary principal/administrator, in compliance with law and the collective bargaining agreement.

**The PIP must consist of the following components:**

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the principal.
- III. **RESOURCES:** Identify specific resources and support systems available to assist the principal to improve performance. Examples: colleagues; coaching; role playing activities; visitations; courses; workshops; peer visits; materials; etc.
- IV. **RESPONSIBILITIES:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the principal throughout the Plan. Examples: observations of the principal; supervisory conferences between the principal and the supervising administrator(s); written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific timeline for implementation of the various components for the PIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

## **SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN**

### **I. TARGETED GOALS: AREAS FOR IMPROVEMENT**

1. Vision, Diagnosis and Planning
2. Safe, Effective, Efficient Learning Environment
3. School Culture and Instructional Program
4. Community, External Relations, Parent Involvement
5. Integrity, Fairness, Ethics
6. Priority Management, Student Management and Discipline
7. Curriculum, Data and Goal Setting and Attainment
8. Fulfillment of Professional Responsibilities
  - A. Attendance
  - B. Professional Development
  - C. Communication with colleagues/administration
  - D. Communication with home

### **II. EXPECTED OUTCOMES**

List of specific expectations related to targeted goals is identified in Section 1.

### **III. RECOMMENDED ACTIVITIES**

List of specific activities related to targeted goals identified in Section 1

- A. Observe colleagues identified by Superintendent of Designee
- B. Attend Workshops related to targeted goals
- C. Meeting with designated members of administrative team on a defined scheduled

### **III. RECOMMENDED RESOURCES**

1. Identify the lead evaluator who has oversight of the Principal
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument, template or rubric(s) used to monitor progress

### **IV. EVIDENCE OF ACHIEVEMENT**

1. Identify how progress will be measured and assessed.
2. Specify next steps to be taken based upon progress or lack thereof.

### **V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES**

1. Identify dates for building observations consistent with APPR Plan
2. Identify dates for progress meetings with designated administrator related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

Mohonasen Central School District  
Principal Improvement Plan (PIP)

Principal: \_\_\_\_\_  
Supervisor: \_\_\_\_\_

Position: \_\_\_\_\_  
Date Issued: \_\_\_\_\_

Area(s)for improvement	Expected Outcomes	Resources	Principal's Responsibility	Supervisor's Responsibility	Timeline for Achieving Improvement	Evidence of Attainment

Principal Signature: \_\_\_\_\_

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

Supervisor Signature: \_\_\_\_\_

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

Mohonasen Central School District  
 Principal Improvement Plan (PIP)  
 Quarterly Progress Report

Principal: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_

Position: \_\_\_\_\_  
 Date Issued: \_\_\_\_\_

Date of Progress Meeting	Areas of Improvement	Status of Expected Outcomes	Name of meeting Attendees	Satisfactory Progress Yes/No	Plan Adjustment Needed	Other Notes

Principal Signature: \_\_\_\_\_

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

Supervisor 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:

*Kathleen Spring* 6/28/2014

Teachers Union President Signature: Date:

*Charles Sporchew* 6/28/2014

Administrative Union President Signature: Date:

*Charles M. Enyel* 6/28/2014

Board of Education President Signature: Date:

*Demi Cofanel* 6/28/2014