



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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Albany, New York 12234

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December 14, 2012

Kevin MacDonald, Superintendent
Royalton-Hartland Central School District
54 State Street
Middleport, NY 14105

Dear Superintendent MacDonald:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Clark J. Godshall

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 14, 2012

Updated Wednesday, December 05, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 401201060000

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

401201060000

1.2) School District Name: ROYALTON-HARTLAND CSD

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

ROYALTON-HARTLAND CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012-2014

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

Created Monday, May 14, 2012

Updated Tuesday, December 04, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Royalton-Hartland CSD Kindergarten ELA District Assessment
1	District, regional, or BOCES-developed assessment	Royalton-Hartland CSD First Grade ELA District Assessment
2	District, regional, or BOCES-developed assessment	Royalton-Hartland CSD Second Grade ELA District 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be expected to pre-test all students assigned to them for ELA. Based upon the pre-test scores they will use a formula to determine a goal for each student to achieve on the post-test. The formula will be 100 minus the pretest score; take the difference and divide by two (2), add this number to the pre-test score and that will be the student's goal. If a student scores below a 29% on the pre-test, their goal will be 65% (55% for Special Education students). Should a student meet their growth target determined by the formula, yet not earn a "passing" score in the class, the teacher will receive .5pts toward their growth target. Please see the attached HEDI chart which indicates percent of students achieving their individual goal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If 85% - 100% of students meet their individual goal, the teacher will earn points in the highly effective range based upon the HEDI chart attached
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For a teacher to fall into the effective range 75%-84% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For a teacher to fall into the Developing range, 65%-74% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For a teacher to fall into the ineffective range 0%-64% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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	Royalton-Hartland CSD Kindergarten Math District Assessment
1	District, regional, or BOCES-developed assessment	Royalton-Hartland CSD First Grade Math District Assessment
2	District, regional, or BOCES-developed assessment	Royalton-Hartland CSD 2nd Grade Math District 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be expected to pre-test all students assigned to them for ELA. Based upon the pre-test scores they will use a formula to determine a goal for each student to achieve on the post-test. The formula will be 100 minus the pretest score; take the difference and divide by two (2), add this number to the pre-test score and that will be the student's goal. If a student scores below a 29% on the pre-test, their goal will be 65% (55% for Special Education students). Should a student meet their growth target determined by the formula, yet not earn a "passing" score in the class, the teacher will receive .5pts toward their growth target. Please see the attached HEDI chart which indicates percent of students achieving their individual goal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For a teacher to fall into the Highly Effective range 85%-100% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For a teacher to fall into the effective range 75%-84% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For a teacher to fall into the developing range 65%-74% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For a teacher to fall into the ineffective range 0-64% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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	Royalton-Hartland CSD Grade 6 Science District Assessment
7	District, regional or BOCES-developed assessment	Royalton-Hartland CSD Grade 7 Science District Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers will be expected to pre-test all students assigned to them for ELA. Based upon the pre-test scores
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	they will use a formula to determine a goal for each student to achieve on the post-test. The formula will be 100 minus the pretest score; take the difference and divide by two (2), add this number to the pre-test score and that will be the student's goal. If a student scores below a 29% on the pre-test, their goal will be 65% (55% for Special Education students). Should a student meet their growth target determined by the formula, yet not earn a "passing" score in the class, the teacher will receive .5pts toward their growth target. Please see the attached HEDI chart which indicates percent of students achieving their individual goal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For a teacher to fall into the Highly Effective range 85%-100% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For a teacher to fall into the effective range 75%-84% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For a teacher to fall into the developing range 65%-74% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For a teacher to fall into the ineffective range 0%-64% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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	Royalton-Hartland CSD Grade 6 Social Studies District Assessment
7	District, regional or BOCES-developed assessment	Royalton-Hartland CSD Grade 7 Social Studies District Assessment
8	District, regional or BOCES-developed assessment	Royalton-Hartland CSD Grade 8 Social Studies District Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be expected to pre-test all students assigned to them for ELA. Based upon the pre-test scores they will use a formula to determine a goal for each student to achieve on the post-test. The formula will be 100 minus the pretest score; take the difference and divide by two (2), add this number to the pre-test score and that will be the student's goal. If a student scores
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below a 29% on the pre-test, their goal will be 65% (55% for Special Education students). Should a student meet their growth target determined by the formula, yet not earn a "passing" score in the class, the teacher will receive .5pts toward their growth target. Please see the attached HEDI chart which indicates percent of students achieving their individual goal.

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

For a teacher to fall into the Highly Effective range 85%-100% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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

For a teacher to fall into the effective range 75%-84% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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

For a teacher to fall into the developing range 65%-74% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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

For a teacher to fall into the ineffective range 0%-64% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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	Royalton-Hartland CSD Global 1 District Assessment

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

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

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

Teachers will be expected to pre-test all students assigned to them for ELA. Based upon the pre-test scores they will use a formula to determine a goal for each student to achieve on the post-test. The formula will be 100 minus the pretest score; take the difference and divide by two (2), add this number to the pre-test score

and that will be the student's goal. If a student scores below a 29% on the pre-test, their goal will be 65% (55% for Special Education students). Should a student meet their growth target determined by the formula, yet not earn a "passing" score in the class, the teacher will receive .5pts toward their growth target. Please see the attached HEDI chart which indicates percent of students achieving their individual goal.

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

For a teacher to fall into the Highly Effective range 85%-100% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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

For a teacher to fall into the effective range 75%-84% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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

For a teacher to fall into the developing range 65%-74% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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

For a teacher to fall into the ineffective range 0%-64% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

2.7) High School Science Regents Courses

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

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

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

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

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

Teachers will be expected to pre-test all students assigned to them for ELA. Based upon the pre-test scores they will use a formula to determine a goal for each student to achieve on the post-test. The formula will be 100 minus the pretest score; take the difference and divide by two (2), add this number to the pre-test score and that will be the student's goal. If a student scores below a 29% on the pre-test, their goal will be 65% (55% for Special Education students). Should a student meet

their growth target determined by the formula, yet not earn a "passing" score in the class, the teacher will receive .5pts toward their growth target. Please see the attached HEDI chart which indicates percent of students achieving their individual goal.

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

For a teacher to fall into the highly effective range 85%-100% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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

For a teacher to fall into the effective range 75%-84% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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

For a teacher to fall into the developing range 65%-74% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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

For a teacher to fall into the ineffective range 0%-64% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

2.8) High School Math Regents Courses

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

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

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

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

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

Teachers will be expected to pre-test all students assigned to them for ELA. Based upon the pre-test scores they will use a formula to determine a goal for each student to achieve on the post-test. The formula will be 100 minus the pretest score; take the difference and divide by two (2), add this number to the pre-test score and that will be the student's goal. If a student scores below a 29% on the pre-test, their goal will be 65% (55% for Special Education students). Should a student meet their growth target determined by the formula, yet not earn a "passing" score in the class, the teacher will receive .5pts toward their growth target. Please see the attached HEDI chart which indicates percent of students achieving

	their individual goal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For a teacher to fall into the highly effective range 85%-100% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Effective (9 - 17 points) Results meet District goals for similar students.	For a teacher to fall into the effective range 75%-84% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Developing (3 - 8 points) Results are below District goals for similar students.	For a teacher to fall into the developing range 65%-74% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For a teacher to fall into the ineffective range 0%-64% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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	Royalton-Hartland CSD Grade 9 ELA District Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Royalton-Hartland CSD Grade 10 ELA District Assessment
Grade 11 ELA	Regents assessment	11th Grade Comprehensive ELA Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be expected to pre-test all students assigned to them for ELA. Based upon the pre-test scores they will use a formula to determine a goal for each student to achieve on the post-test. The formula will be 100 minus the pretest score; take the difference and divide by two (2), add this number to the pre-test score and that will be the student's goal. If a student scores below a 29% on the pre-test, their goal will be 65% (55% for Special Education students). Should a student meet their growth target determined by the formula, yet not earn a "passing" score in the class, the teacher will receive .5pts toward their growth target. Please see the attached HEDI chart which indicates percent of students achieving
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	their individual goal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For a teacher to fall into the highly effective range 85%-100% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Effective (9 - 17 points) Results meet District goals for similar students.	For a teacher to fall into the effective range 75%-84% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Developing (3 - 8 points) Results are below District goals for similar students.	For a teacher to fall into the developing range 65%-74% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For a teacher to fall into the ineffective range 0%-64% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.

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 Art Teachers	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate Art assessment
All Music Teachers	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate Music assessment
All Physical Education Teachers	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate Physical Education assessment
All Technology Teachers	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate Technology assessment
All Health Teachers	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate Health assessment
All LOTE Teachers	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate LOTE assessment
All Special Education Teachers	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate subject area assessment based on teacher's SLO
All Family and Consumer Science Teachers	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate FACS assessment
All Math Teachers not listed above	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate Math assessment
All ELA Teachers not listed above	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate ELA assessment
All Science Teachers not listed above	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate Science assessment
All Social Studies Teachers not listed above	District, Regional or BOCES-developed	Royalton-Hartland CSD Developed grade appropriate Social Studies 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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers will be expected to pre-test all students assigned to them for ELA. Based upon the pre-test scores they will use a formula to determine a goal for each student to achieve on the post-test. The formula will be 100 minus the pretest score; take the difference and divide by two (2), add this number to the pre-test score and that will be the student's goal. If a student scores below a 29% on the pre-test, their goal will be 65% (55% for Special Education students). Should a student meet their growth target determined by the formula, yet not earn a "passing" score in the class, the teacher will receive .5pts toward their growth target. Please see the attached HEDI chart which indicates percent of students achieving their individual goal.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>For a teacher to fall into the highly effective range 85%-100% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>For a teacher to fall into the effective range 75%-84% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>For a teacher to fall into the developing range 65%-74% of students must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>For a teacher to fall into the ineffective range 0%-64% must meet their individual goal. Points will be distributed within this range based upon the HEDI chart attached.</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/129102-TXEttx9bQW/APPRStateHEDIREv.xlsx

2.12) Locally Developed Controls

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

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

As stated in the description for the growth measure formula above; if students who score 29% or below on the pre-assessment and are identified as Special Education their target growth will be 55%. Special education students who exceed their growth target, but do not pass the class with at least a 55%, will count as a .5 points toward the teachers growth target.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Scholastic Reading Inventory
5	4) State-approved 3rd party assessments	Scholastic Reading Inventory
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above the proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above the Proficient level on the Scholastic Reading Inventory Assessment. Due to the fact we have opted to create building goals for the locally selected measures, the Grade 4 growth goal for HEDI is different than the Grades 5-8 growth goals for HEDI because the configuration of our district: Grades PreK-4 is the elementary building, Grades 5-8 is the middle school building, Grades 9-12 is the high school building. Please review the attached HEDI chart which defines the percent of growth or achievement. In the chart below the SRI performance bands are defined:</p> <p>SRI Performance Bands:</p> <p>Grade 1: Proficient: 100+ Grade 2: Proficient: 300+ Grade 3: Proficient: 500+ Grade 4: Proficient: 600+ Grade 5: Proficient: 700+ Grade 6: Proficient: 800+ Grade 7: Proficient: 850+ Grade 8: Proficient: 900+ Grade 9: Proficient: 1000+ Grade 10: Proficient: 1025+ Grade 11: Proficient: 1050+ Grade 12: Proficient: 1050+</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>Grade 4: Highly Effective is based on a growth of $\geq 21\%$ at or above the proficient level of Scholastic Reading Inventory.</p> <p>Grade 5-8: Highly Effective is based on a growth of 17%-19%+ in the proficient level of Scholastic Reading Inventory.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade 4: Effective is based on a growth of 12%-20% at or above the proficient level of Scholastic Reading Inventory.</p> <p>Grade 5-8: Effective is based on a growth of 7%-16% at or above the proficient level of Scholastic Reading Inventory.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade 4: Developing is based on a growth of 6%-11% at or above the proficient level of Scholastic Reading Inventory.</p> <p>Grade 5-8: Developing is based on a growth of 2%-6% at or above</p>

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

the proficient level of Scholastic Reading Inventory.

Grade 4: Ineffective is based on a growth of $\leq 5\%$ at or above the proficient level of Scholastic Reading Inventory.

Grade 5-8:

Ineffective is based on a growth of -3% - 1% at or above the proficient level of Scholastic Reading Inventory.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Scholastic Reading Inventory
5	4) State-approved 3rd party assessments	Scholastic Reading Inventory
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above the proficient level in SRI. In this case grade 4 will have a different expectation than grade 5. This is due to the fact we have opted to create building goals for the locally selected measures. The configuration of our district is: K-4 is the elementary building, 5-8 is middle school building, 9-12 high school building. Please review the attached HEDI chart which defines the percent increase in growth that must be met in grades 4-8, and the corresponding ratings.

In the chart below the SRI performance bands are defined:

SRI Performance Bands:

- Grade 1: Proficient: 100+
- Grade 2: Proficient: 300+
- Grade 3: Proficient: 500+
- Grade 4: Proficient: 600+
- Grade 5: Proficient: 700+
- Grade 6: Proficient: 800+
- Grade 7: Proficient: 850+
- Grade 8: Proficient: 900+
- Grade 9: Proficient: 1000+

Grade 10: Proficient: 1025+
Grade 11: Proficient: 1050+
Grade 12: Proficient: 1050+

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

Grade 4: Highly Effective is based on a growth of $\geq 21\%$ at or above the proficient level of Scholastic Reading Inventory.

Grade 5-8:
Highly Effective is based on a growth of 17%-19%+ at or above the proficient level of Scholastic Reading Inventory.

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

Grade 4:
Effective is based on a growth of 12%-20% at or above the proficient level of Scholastic Reading Inventory.

Grades 5-8:
Effective is based on a growth of 7%-16% at or above the proficient level of Scholastic Reading Inventory.

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

Grade 4:

Developing is based on a growth of 6%-11% at or above the proficient level of Scholastic Reading Inventory.

Grades 5-8:
Developing is based on a growth of 2%-6% at or above the proficient level of Scholastic Reading Inventory.

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

Grade 4:
Ineffective is based on a growth of $\leq 5\%$ at or above the proficient level of Scholastic Reading Inventory.

Grades 5-8:
Ineffective is based on growth of -3-1% at or above the proficient level of Scholastic Reading Inventory.

3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/160601-rhJdBgDruP/APPRLocalHEDI15ptsVA.xlsx>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

2	4) State-approved 3rd party assessments	Scholastic Reading Inventory
3	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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>For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above the proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above the proficient level of Scholastic Reading Inventory Assessment. Grades PreK-4 is the elementary building, Grades 5-8 is middle school building, Grades 9-12 is the high school building. Please review the attached HEDI chart which defines the percent of growth or achievement. In the chart below the SRI performance bands are defined:</p>
	<p>SRI Performance Bands:</p>
	<p>Grade 1: Proficient: 100+ Grade 2: Proficient: 300+ Grade 3: Proficient: 500+ Grade 4: Proficient: 600+ Grade 5: Proficient: 700+ Grade 6: Proficient: 800+ Grade 7: Proficient: 850+ Grade 8: Proficient: 900+ Grade 9: Proficient: 1000+ Grade 10: Proficient: 1025+ Grade 11: Proficient: 1050+ Grade 12: Proficient: 1050+</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>Highly Effective is based on a growth of $\geq 21\%$ at or above the proficient level of Scholastic Reading Inventory.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective is based on a growth of 12%-20% at or above the proficient level of Scholastic Reading Inventory.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing is based on a growth of 6%-11% at or above the proficient level of Scholastic Reading Inventory.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective is based on a growth of $\leq 5\%$ at or above the proficient level of Scholastic Reading Inventory.</p>

3.5) Grades K-3 Math

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

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

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>For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above the proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above the proficient level of Scholastic Reading Inventory Assessment. Grades PreK-4 is the elementary building, Grades 5-8 is middle school building, Grades 9-12 is the high school building. Please review the attached HEDI chart which defines the percent of growth or achievement. In the chart below the SRI performance bands are defined:</p> <p>SRI Performance Bands:</p> <p>Grade 1: Proficient: 100+ Grade 2: Proficient: 300+ Grade 3: Proficient: 500+ Grade 4: Proficient: 600+ Grade 5: Proficient: 700+ Grade 6: Proficient: 800+ Grade 7: Proficient: 850+ Grade 8: Proficient: 900+ Grade 9: Proficient: 1000+ Grade 10: Proficient: 1025+ Grade 11: Proficient: 1050+ Grade 12: Proficient: 1050+</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>Highly Effective is based on a growth of $\geq 21\%$ at or above the proficient level of Scholastic Reading Inventory.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective is based on a growth of 12%-20% at or above the proficient level of Scholastic Reading Inventory.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing is based on a growth of 6%-11% at or above the proficient level of Scholastic Reading Inventory.</p>

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

Ineffective is based on a growth of $\leq 5\%$ at or above the proficient level of Scholastic Reading Inventory.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above the proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above the proficient level of Scholastic Reading Inventory Assessment. Grades PreK-4 is the elementary building, Grades 5-8 is middle school building, Grades 9-12 is the high school building. Please review the attached HEDI chart which defines the percent of growth or achievement. In the chart below the SRI performance bands are defined:

SRI Performance Bands:

- Grade 1: Proficient: 100+
- Grade 2: Proficient: 300+
- Grade 3: Proficient: 500+
- Grade 4: Proficient: 600+
- Grade 5: Proficient: 700+
- Grade 6: Proficient: 800+
- Grade 7: Proficient: 850+
- Grade 8: Proficient: 900+
- Grade 9: Proficient: 1000+
- Grade 10: Proficient: 1025+
- Grade 11: Proficient: 1050+
- Grade 12: Proficient: 1050+

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

Highly Effective is based on a growth of $\geq 16\%$ at or above the proficient level of Scholastic Reading Inventory.

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

Effective is based on a growth of 7%-15% at or above the proficient level of Scholastic Reading Inventory.

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

Developing is based on a growth of 1%-6% at or above the proficient level of Scholastic Reading Inventory.

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

Ineffective is based on a growth of \leq -3% at or above the proficient level of Scholastic Reading Inventory.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

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

For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above proficient level of Scholastic Reading Inventory Assessment. Grades PreK-4 is the elementary building, Grades 5-8 is middle school building, Grades 9-12 is the high school building. Please review the attached HEDI chart which defines the percent of growth or achievement. In the chart below the SRI performance bands are defined:

SRI Performance Bands:

- Grade 1: Proficient: 100+
- Grade 2: Proficient: 300+
- Grade 3: Proficient: 500+
- Grade 4: Proficient: 600+
- Grade 5: Proficient: 700+
- Grade 6: Proficient: 800+
- Grade 7: Proficient: 850+
- Grade 8: Proficient: 900+
- Grade 9: Proficient: 1000+
- Grade 10: Proficient: 1025+
- Grade 11: Proficient: 1050+
- Grade 12: Proficient: 1050+

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

Highly Effective is based on a growth of \geq 20% at or above the proficient level of Scholastic Reading Inventory.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective is based on a growth of 7%-15% at or above the proficient level of Scholastic Reading Inventory.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing is based on a growth of 1%-6% at or above the proficient level of Scholastic Reading Inventory.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective is based on a growth of ≤-3% at or above the proficient level of Scholastic Reading Inventory.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Global 2	4) State-approved 3rd party assessments	Scholastic Reading Inventory
American History	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above proficient level of Scholastic Reading Inventory Assessment. Grades PreK-4 is the elementary building, Grades 5-8 is middle school building, Grades 9-12 is the high school building. Please review the attached HEDI chart which defines the percent of growth or achievement. In the chart below the SRI performance bands are defined:</p> <p>SRI Performance Bands:</p> <p>Grade 1: Proficient: 100+ Grade 2: Proficient: 300+ Grade 3: Proficient: 500+ Grade 4: Proficient: 600+ Grade 5: Proficient: 700+</p>
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Grade 6: Proficient: 800+
 Grade 7: Proficient: 850+
 Grade 8: Proficient: 900+
 Grade 9: Proficient: 1000+
 Grade 10: Proficient: 1025+
 Grade 11: Proficient: 1050+
 Grade 12: Proficient: 1050+

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

Highly Effective is based on an achievement of $\geq 80\%$ of students at or above the proficient level of Scholastic Reading Inventory.

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

Effective is based on an achievement of 65%-79% of students at or above the proficient level of Scholastic Reading Inventory.

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

Developing is based on an achievement of 59%-64% of students at or above the proficient level of Scholastic Reading Inventory.

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

Ineffective is based on an achievement of $\leq 58\%$ of students at or above the proficient level of Scholastic Reading Inventory.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Earth Science	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Chemistry	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Physics	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

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

For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above the proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above proficient level of Scholastic Reading Inventory Assessment. Grades PreK-4 is the elementary building, Grades 5-8 is middle school building, Grades 9-12 is the high school

building. Please review the attached HEDI chart which defines the percent of growth or achievement. In the chart below the SRI performance bands are defined:

SRI Performance Bands:

- Grade 1: Proficient: 100+
- Grade 2: Proficient: 300+
- Grade 3: Proficient: 500+
- Grade 4: Proficient: 600+
- Grade 5: Proficient: 700+
- Grade 6: Proficient: 800+
- Grade 7: Proficient: 850+
- Grade 8: Proficient: 900+
- Grade 9: Proficient: 1000+
- Grade 10: Proficient: 1025+
- Grade 11: Proficient: 1050+
- Grade 12: Proficient: 1050+

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

Highly Effective is based on an achievement of $\geq 80\%$ of students at or above the proficient level of Scholastic Reading Inventory.

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

Effective is based on an achievement of 65%-79% of students at or above the proficient level of Scholastic Reading Inventory.

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

Developing is based on an achievement of 59%-64% of students at or above the proficient level of Scholastic Reading Inventory.

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

Ineffective is based on an achievement of $\leq 58\%$ of students at or above the proficient level of Scholastic Reading Inventory.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Geometry	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Algebra 2	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

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

For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above the proficient level of Scholastic Reading Inventory Assessment. Grades PreK-4 is the elementary building, Grades 5-8 is middle school building, Grades 9-12 is the high school building. Please review the attached HEDI chart which defines the percent of growth or achievement. In the chart below the SRI performance bands are defined:

SRI Performance Bands:

- Grade 1: Proficient: 100+
- Grade 2: Proficient: 300+
- Grade 3: Proficient: 500+
- Grade 4: Proficient: 600+
- Grade 5: Proficient: 700+
- Grade 6: Proficient: 800+
- Grade 7: Proficient: 850+
- Grade 8: Proficient: 900+
- Grade 9: Proficient: 1000+
- Grade 10: Proficient: 1025+
- Grade 11: Proficient: 1050+
- Grade 12: Proficient: 1050+

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

Highly Effective is based on an achievement of $\geq 80\%$ of students at or above the proficient level of Scholastic Reading Inventory.

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

Effective is based on an achievement of 65%-79% of students at or above the proficient level of Scholastic Reading Inventory.

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

Developing is based on an achievement of 59%-64% of students at or above the proficient level of Scholastic Reading Inventory.

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

Ineffective is based on an achievement of $\leq 58\%$ of students at or above the proficient level of Scholastic Reading Inventory.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 10 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 11 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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.

<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>For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above the proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above proficient level of Scholastic Reading Inventory Assessment. Grades PreK-4 is the elementary building, Grades 5-8 is middle school building, Grades 9-12 is the high school building. Please review the attached HEDI chart which defines the percent of growth or achievement. In the chart below the SRI performance bands are defined:</p> <p>SRI Performance Bands:</p> <p>Grade 1: Proficient: 100+ Grade 2: Proficient: 300+ Grade 3: Proficient: 500+ Grade 4: Proficient: 600+ Grade 5: Proficient: 700+ Grade 6: Proficient: 800+ Grade 7: Proficient: 850+ Grade 8: Proficient: 900+ Grade 9: Proficient: 1000+ Grade 10: Proficient: 1025+ Grade 11: Proficient: 1050+ Grade 12: Proficient: 1050+</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>Highly Effective is based on an achievement of $\geq 80\%$ of students at or above the proficient level of Scholastic Reading Inventory.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective is based on an achievement of 65%-79% of students at or above the proficient level of Scholastic Reading Inventory.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing is based on an achievement of 59%-64% of students at or above the proficient level of Scholastic Reading Inventory.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective is based on an achievement of $\leq 58\%$ of students at or above the proficient level of Scholastic Reading Inventory.</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 Music Teachers	4) State-approved 3rd party	Scholastic Reading Inventory
All Art Teachers	4) State-approved 3rd party	Scholastic Reading Inventory
All Physical Education Teachers	4) State-approved 3rd party	Scholastic Reading Inventory
All Technology Teachers	4) State-approved 3rd party	Scholastic Reading Inventory
All Science Teachers not listed above	4) State-approved 3rd party	Scholastic Reading Inventory
All Social Studies Teachers not listed above	4) State-approved 3rd party	Scholastic Reading Inventory
All Math Teachers not listed above	4) State-approved 3rd party	Scholastic Reading Inventory
All ELA Teachers not listed above	4) State-approved 3rd party	Scholastic Reading Inventory
All LOTE Teachers	4) State-approved 3rd party	Scholastic Reading Inventory
All Family and Consumer Science Teachers	4) State-approved 3rd party	Scholastic Reading Inventory
All Health Teachers	4) State-approved 3rd party	Scholastic Reading Inventory
All Special Education Teachers	4) State-approved 3rd party	Scholastic Reading Inventory
	4) State-approved 3rd party	Scholastic Reading Inventory
	4) State-approved 3rd party	Scholastic Reading Inventory
	4) State-approved 3rd party	Scholastic Reading Inventory
	4) State-approved 3rd party	Scholastic Reading Inventory
	4) State-approved 3rd party	Scholastic Reading Inventory
	4) State-approved 3rd party	Scholastic Reading Inventory
	4) State-approved 3rd party	Scholastic Reading Inventory
	4) State-approved 3rd party	Scholastic Reading Inventory

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.

For grades K-8 HEDI categories will be based on percentage of growth of students reaching at or above the proficient level of the Scholastic Reading Inventory Assessment. Grades 9-12 HEDI categories will be based on achievement of students attaining at or above the proficient level of Scholastic Reading Inventory Assessment. Grades PreK-4 is the elementary building, Grades 5-8 is middle school building, Grades 9-12 is the high school building. Please review the attached HEDI chart which percent of growth or achievement. In the chart below the SRI performance bands are defined:

SRI Performance Bands:

Grade 1: Proficient: 100+
Grade 2: Proficient: 300+
Grade 3: Proficient: 500+
Grade 4: Proficient: 600+
Grade 5: Proficient: 700+
Grade 6: Proficient: 800+
Grade 7: Proficient: 850+
Grade 8: Proficient: 900+
Grade 9: Proficient: 1000+
Grade 10: Proficient: 1025+
Grade 11: Proficient: 1050+
Grade 12: Proficient: 1050+

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

Elementary School:

Highly Effective is based on a growth of $\geq 21\%$ at or above the proficient level of Scholastic Reading Inventory.

Middle School:

Highly Effective is based on a growth of 16%-20%+ at or above the proficient level of Scholastic Reading Inventory.

High School:

Highly Effective is based on an achievement of 80%-100% of students at or above the proficient level of Scholastic Reading Inventory.

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

Elementary School: Effective is based on a growth of 12%-20% at or above the proficient level of Scholastic Reading Inventory.

Middle School:

Effective is based on a growth of 7%-15% at or above the proficient level of Scholastic Reading Inventory.

High School:

Effective is based on an achievement of 65%-79% of students at or above the proficient level of Scholastic Reading Inventory.

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

Elementary School: Developing is based on a growth of 6%-11% at or above the proficient level of Scholastic Reading Inventory.

Middle School:

Developing is based on a growth of 1%-6% at or above the proficient level of Scholastic Reading Inventory.

High School:
Developing is based on an achievement of 59%-64% of students at or above the proficient level of Scholastic Reading Inventory.

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

Elementary School:
Ineffective is based on a growth of $\leq 5\%$ at or above the proficient level of Scholastic Reading Inventory.

Middle School:
Ineffective is based on a growth of -3% - 0% at or above the proficient level of Scholastic Reading Inventory.

High School:
Ineffective is based on an achievement of 0%-58% of students at or above the proficient level of Scholastic Reading Inventory.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/160601-y92vNseFa4/APPRLocalHEDI20pts_2.xlsx

3.14) Locally Developed Controls

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

There are no controls.

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.

For the 2012-2013 academic year, the district has opted to select a building goal based on the Scholastic Reading Inventory, which is a state approved 3rd party assessment. There are no combined locally selected measures for teachers in the district.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, July 26, 2012

Updated Tuesday, December 04, 2012

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.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	37
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	23

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Charlotte Danielson revised 2011 Framework for Instruction.

The range of 0-4 points will be awarded for the components under each domain. Components of Domains 2 and 3 will be doubled given the extra weight of those domains. A raw score range of 0-128 will be calculated which will be divided by 32 to establish a total average rubric score. Domains 2 3 will be evidenced by two formal observations (one announced, one unannounced). Each formal observation will be rated separately and the two scores earned for Domains 2 3 will be averaged for determining the score to be used on the conversion chart. Domains 1 4 will be determined in a end of year review that will take place between the teacher and the principal. Teachers will provide evidence that align to the component in these domains, and the principal shall assign a point value to each domain following the review of evidence. This will then be converted as detailed in the attached chart.

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/5091/155862-eka9yMJ855/APPRScoring and Conversion 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 NYS Teaching Standards.

Overall performance results exceeds standards.

Each Domain will be worth the following points:

Domain #1 - 11.25
Domain #2 - 18.75
Domain #3 - 18.75
Domain #4 - 11.25

The range of 0-4 points will be awarded for the components under each domain. Components of Domains 2 and 3 will be doubled given the extra weight of those domains. A raw score range of 0-128 will be calculated which will be divided by 32 to establish a total average rubric score. This will then be converted as detailed in the attached chart in section 4.5

If you review the conversion chart, if you were to receive an average of 3.0 on each of the components, on the conversion chart you would score a 58 which would be in the proficient range.

Teacher conversion scale

Level Overall Rubric average score 60 point distribution for composite score.
Ineffective 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

Effective: Overall performance and results meet NYS Teaching Standards.

Overall performance and results meet standards.

Each Domain will be worth the following points:

Domain #1 - 11.25
Domain #2 - 18.75
Domain #3 - 18.75
Domain #4 - 11.25

The range of 0-4 points will be awarded for the components under each domain. Components of Domains 2 and 3 will be doubled given the extra weight of those domains. A raw score range of 0-128 will be calculated which will be divided by 32 to establish a total average rubric score. This will then be converted as detailed in the attached chart in section 4.5

If you review the conversion chart, if you were to receive

an average of 3.0 on each of the components, on the conversion chart you would score a 58 which would be in the proficient range.

Teacher conversion scale

Level Overall Rubric average score 60 point distribution for composite score.

Ineffective 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

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

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

Each Domain will be worth the following points:

Domain #1 - 11.25

Domain #2 - 18.75

Domain #3 - 18.75

Domain #4 - 11.25

The range of 0-4 points will be awarded for the components under each domain. Components of Domains 2 and 3 will be doubled given the extra weight of those domains. A raw score range of 0-128 will be calculated which will be divided by 32 to establish a total average rubric score. This will then be converted as detailed in the attached chart in section 4.5

If you review the conversion chart, if you were to receive an average of 3.0 on each of the components, on the conversion chart you would score a 58 which would be in the proficient range.

Teacher conversion scale

Level Overall Rubric average score 60 point distribution for composite score.

Ineffective 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

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

Overall performance and results do not meet standards.

Each Domain will be worth the following points:

Domain #1 - 11.25

Domain #2 - 18.75

Domain #3 - 18.75

Domain #4 - 11.25

The range of 0-4 points will be awarded for the components under each domain. Components of Domains 2 and 3 will be doubled given the extra weight of those domains. A raw score range of 0-128 will be calculated which will be divided by 32 to establish a total average

rubric score. This will then be converted as detailed in the attached chart in section 4.5

If you review the conversion chart, if you were to receive an average of 3.0 on each of the components, on the conversion chart you would score a 58 which would be in the proficient range.

Teacher conversion scale

Level Overall Rubric average score 60 point distribution for composite score.

Ineffective 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

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter 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 probationary teachers be done in person, by video, or both?

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, July 26, 2012

Updated Tuesday, December 04, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, August 08, 2012

Updated Monday, December 10, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/160590-Df0w3Xx5v6/APPR-TIPSform.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeals Process

1. Prior to the annual rating becoming final, a teacher receiving an ineffective or developing rating shall be eligible to meet with the applicable Administrator (or designee if the Administrator is not available) to review all findings relating to the evaluation, including but not limited to any potential procedural or substantive disputes regarding it. This does not limit the existing rights of teachers rated

effective or highly effective to request to informally discuss their final rating with the applicable administrator. The teacher may have RHTA representation during their meeting if desired.

2. Appeals of Annual Professional Performance Reviews shall be limited to only those which rate a classroom teacher as ineffective or developing. A unit member holding the position of classroom teacher may challenge only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such Annual Professional Performance Review, the District's compliance with its procedures for conducting the Annual Professional Performance Review or the District's compliance with a Teacher Improvement Plan effective during the evaluation year.

Such challenge must be submitted in writing to the Administrator performing the Annual Professional Performance Review or Teacher Improvement Plan. There may be only one appeal submitted in relation to any particular annual Professional Performance Review or Teacher Improvement Plan. The writing must explain in detail the specific basis for the challenge, and should provide any relevant supporting documentation. The appeal must be submitted within ten calendar days of the issuance of the Annual Professional Performance Review or Teacher Improvement Plan or it is deemed waived. The teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which such relief is sought.

Within ten calendar days of receipt of the challenge, the Administrator conducting the Annual Professional Performance Review or Teacher Improvement Plan shall meet with the teacher and his/her union representative to discuss the appeal. Any grounds not raised in the appeal by this point shall be deemed waived for this procedure. Within ten calendar days of such meeting, the Administrator shall submit a written determination on the appeal. In the absence of a timely determination, the District may not use the Annual Professional Performance Review or Teacher Improvement Plan until such determination is rendered.

If the teacher received an "ineffective" rating and disagrees with the determination, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation, to the Superintendent of Schools within ten calendar days of the date of the determination. Within ten calendar days of receipt of the challenge, the Superintendent shall meet with the teacher and his/her union representative to discuss the appeal. Within ten calendar days of such meeting, the Superintendent shall submit a final and binding written determination on the appeal. In the absence of a timely determination, the District may not use the Annual Professional Performance Review or Teacher Improvement Plan until such determination is rendered.

A unit member shall be entitled to representation by the RHTA during the course of any appeal authorized by this section. The District shall maintain a record of all documents and materials submitted by either party during such an appeal, which shall thereafter be available for inspection by the unit member and/or the RHTA. The teacher may present any mitigating circumstances that he/she believes relevant during the course of an appeal (including, but not limited to, Class Size, Students and Classes Assigned, Student Attendance, Teacher Leave Time/Personal Life, New Initiatives/Requirements and Physical Environment, Administrative Relationships), which shall be considered by the District along with all other information submitted during the appeal. Such evidence shall be presented in the form of any documentary evidence or direct testimony from the teacher and/or evaluator. The presentation or consideration of any such information presented by a teacher shall not prejudice the position that either the teacher, Association or District may take in a Section 3020-a hearing.

A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties and an Annual Professional Performance Review or Teacher Improvement Plan may not be challenged in any other forum.

3. Nothing in this Memorandum of Agreement shall in any way restrict or affect the District's non-reviewable authority to terminate the appointment of, or deny tenure to a probationary teacher, for statutorily permissible reasons other than performance, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum.

4. Unit members receiving a mandated TIP will have the right to RHTA representation during the development of said TIP.

5. Nothing in this Memorandum of Agreement shall be construed to limit the defenses which the employee may place before a Section 3020-a hearing officer in challenging the allegation of a pattern of ineffective teaching or performance.

**The district assures that the appeals process will be timely and expeditious in compliance with education law 3012c.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Evaluators have all been trained by the Orleans-Niagara BOCES Network Team, that the district collaborated with as part of the Race to the Top Grant. This training included eight of the nine required components for training. At this time component #7 "Use of the Statewide Instructional Reporting System" has yet to be covered. Each administrator participated in 5 half days of training with

inter-rater reliability training imbedded. An additional half of a day was dedicated to inter-rater reliability training, in total administrators were trained in inter-rater reliability approximately six hours. The various trainig groups collaborated on creating and rating "rigorous" SLO's, as well as video training on teacher instruction/observation using Charlotte Danielson's rubric.

In addition to training provided by the network team, as part of our administrative team and instructional council meetings in the district we continue to provide ongoing training and practice in inter-rater reliability. We devote approximately two hours per month to this activity. For re-certification we will rely on our network team, and other trainings conducted by organizations such as NYSCOSS. Evaluators will be re-certified on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, October 09, 2012
Updated Tuesday, December 11, 2012

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

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

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

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

Royalton-Hartland Elementary School PK-4
Royalton-Hartland Middle School 5-8
Royalton-Hartland High School 9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PK - 4	State assessment	NYS Assessments for 3rd 4th Grade math and ELA.

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	This scale will only be used for the elementary school principal as both the middle and high school principals will be provided a state growth score based on state assessments, graduation rates, etc. Using the results on the Royalton-Hartland Elementary 3rd Grade Pre Assessment the principal will earn a score based on the growth of all the third grade students on the 3rd grade state assessment. This score will then be combined with the state provided score for the results on the 4th grade assessment to arrive at a final score. For 2012-2013 the total number of students in these grade levels is equal to 41% of the building population (k-4).
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	If 85%-100% of the 3rd grade students meet their growth target score the principal will be rated highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If 75-84% of the 3rd grade students meet their growth target score, the principal will be rated effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 65-74% of the 3rd grade students meet their growth target score, the principal will be rated developing.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	If 64% or fewer of the 3rd grade students meet their growth target score, the principal will be rated ineffective.

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

assets/survey-uploads/5365/192265-lha0DogRNw/RHAA APPR State HEDI rev.xlsx

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, October 09, 2012
Updated Monday, December 10, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-4	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory (state approved)
5-8	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory (state approved)
9-12	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory (state approved)

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.	For grades K-8 HEDI categories will be based on percentage of growth of students reaching proficient and advanced levels of the Scholastic Reading Inventory Assessment. In grades 9-12 HEDI categories will be based on achievement of students attaining Proficient and Advanced levels of Scholastic Reading Inventory Assessment. Please review the attached charts to see the percent of growth or achievement.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Grades K- 4: Highly Effective is based on a growth of 21%-23% or greater in the proficient and advanced level of Scholastic Reading Inventory.</p> <p>Grades 5-8: Highly Effective is based on a growth of 17%-20% or greater in the proficient and advanced level of Scholastic Reading Inventory.</p> <p>Grades 9-12: Highly Effective is based on an achievement of 81%-100% of students in the proficient and advanced</p>

level of Scholastic Reading Inventory.

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

Grades K- 4: Effective is based on a growth of 12%-20% in the proficient and advanced level of Scholastic Reading Inventory.

Grades 5-8: Effective is based on a growth of 7%-16% in the proficient and advanced level of Scholastic Reading Inventory.

Grades 9-12: Effective is based on an achievement of 65%-80% of students in the proficient and advanced level of Scholastic Reading Inventory.

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

Grades K- 4: Developing is based on a growth of 6%-11% in the proficient and advanced level of Scholastic Reading Inventory.

Grades 5-8: Developing is based on a growth of 2%-6% in the proficient and advanced level of Scholastic Reading Inventory.

Grades 9-12: Developing is based on an achievement of 59%-64% of students in the proficient and advanced level of Scholastic Reading Inventory.

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

Grades K- 4: Ineffective is based on a growth of >0%-5% in the proficient and advanced level of Scholastic Reading Inventory.

Grades 5-8: Ineffective is based on a growth of -3%- 1% in the proficient and advanced level of Scholastic Reading Inventory.

Grades 9-12: Ineffective is based on an achievement of 0%-58% of student in the proficient and advanced level of Scholastic Reading Inventory.

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

(No response)

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

<assets/survey-uploads/5366/192268-qBFVOWF7fC/RHAALocal15ptVAHEDI.xlsx>

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-4	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory (state approved)

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.	For grades K-8 HEDI categories will be based on percentage of growth of students reaching proficient and advanced levels of the Scholastic Reading Inventory Assessment. For grades 9-12 HEDI categories will be based on achievement of students attaining Proficient and Advanced levels of Scholastic Reading Inventory Assessment. Please review the attached chart to see the percent of growth or achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K- 4: Highly Effective is based on a growth of 21%-25% in the proficient and advanced level of Scholastic Reading Inventory.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K- 4: Effective is based on a growth of 12%-20% in the proficient and advanced level of Scholastic Reading Inventory.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K- 4: Developing is based on a growth of 6%-11% in the proficient and advanced level of Scholastic Reading Inventory.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades K- 4: Ineffective is based on a growth of 0%-5% growth in the proficient and advanced level of Scholastic Reading Inventory.

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.

<assets/survey-uploads/5366/192268-T8MIGWUVm1/RHAAlocal20ptHEDI.xlsx>

8.3) Locally Developed Controls

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

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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Monday, October 22, 2012
Updated Tuesday, December 11, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. This shall be according to the attached instrument. The superintendent's (or designee's) shall be based on at least 3 visits of 30 minutes or more to the school, while in session. Two will be as agreed to between the superintendent (designee) and principal, one will be unannounced. Visits are to be completed no later than April 30. Upon completion of the three (at least 30 minute) visits to the school, the superintendent (designee) will provide the principal with a written summary of his/her observations citing the evidence to the Multidimensional Rubric. These observation summaries will be utilized with other documented evidence (portfolio) that aligns to the Multidimensional Rubric and ISLLC standards for the end of year conference whereupon the superintendent (designee) will assign the 0-4 points for each component of the domains, based on the evidence reviewed and discussed. The overall scores will be converted to a score that falls between 0-60 as identified in the conversion chart. The principal's self-analysis of the rubric will be included as evidence in the portfolio of documentations and will be taken into consideration during the end of year conference. The additional sources of information for the superintendent's consideration in utilizing the rubric and instrument shall be:

- a. A portfolio of school documents related to the components of the rubric. These shall be provided to the superintendent (designee) by May 31.*
- b. The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1) The principal and superintendent (designee) shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15 or 30 days from ratification, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2) No later than May 31, the principal and superintendent (designee) shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.*
- c. The principal's self-analysis on the rubric for the superintendent's (designee's) consideration and discussion.*

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

[assets/survey-uploads/5143/203316-pMADJ4gk6R/RHAAAPPProthermeasures_2.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	A principal scoring 55-60 points according to the attached Multi-Dimensional Rubric and conversion chart will earn a rating of highly effective.
Effective: Overall performance and results meet standards.	A principal scoring 42-54 points according to the attached Multi-Dimensional Rubric and conversion chart will earn a rating of effective
Developing: Overall performance and results need improvement in order to meet standards.	A principal scoring 25-41 points according to the attached Multi-Dimensional Rubric and corresponding conversion chart will earn a rating of developing.
Ineffective: Overall performance and results do not meet standards.	A principal scoring 0-24 points or less according to the attached Multi-Dimensional Rubric and corresponding conversion chart will earn a rating of ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	42-54
Developing	25-41
Ineffective	0-24

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, October 22, 2012

Updated Wednesday, December 05, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	42-54
Developing	25-41
Ineffective	≤24

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, October 17, 2012

Updated Monday, December 10, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/199182-Df0w3Xx5v6/RHAAAPPRpip.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:

Royalton Hartland School District

Principal APPR Appeal Process

Challenges in an Appeal:

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

(1) The substance of the annual professional review;

(2) The adherence to Commissioner's Regulations, as applicable to such reviews;

(3) Compliance with applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(4) The school district's issuance and/or implementation of the terms of the principal improvement plan.

Ratings that may be Appealed:

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

Prohibition Against More Than One Appeal:

A principal may not file multiple appeals regarding the same performance review; however each appeal will be afforded the opportunity to work through all phases outlined below. All grounds of appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

Time Frame for Filing Appeal:

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

An appeal of a performance review must be filed no later than ten (10) school days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within ten (10) school days of issuance of such plans. An appeal of the implementation of an improvement plan shall be within ten (10) school days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

An evaluation shall not be placed in a principal's personnel file until either the expiration of a 10 school day period during which an appeal could be filed by the principal or the conclusion of the appeal process described in this document, whichever is later.

Time Frame for District Response:

Within ten (10) school days of receipt of an appeal, the superintendent must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in deliberations related to the resolution of the appeal.

Decision Process for Appeal:

(1) For a tenured principal who received a rating of highly effective, effective, or developing, or a non-tenured principal who received any rating, the superintendent's determination shall be final; if that principal disagrees with the response, the principal may submit a written statement outlining the basis for the disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

(2) If a tenured principal received a rating of ineffective and disagrees with the superintendent's response to the challenge, the principal may submit a written statement explaining in detail the reason(s) for disagreement with the response to the superintendent of schools within seven (7) school days of receipt of the superintendent's initial response. A meeting will be scheduled to discuss the appeal. A principal may select an Association representative to participate in the meeting. If after this meeting the principal still disagrees with the superintendent's decision he or she may request an appeal to the Orleans/Niagara District Superintendent or his/her designee. The District Superintendent or his/her designee and the Appellant will meet within (10) ten school days of the written response from the superintendent to review the appeal. The appeal hearing shall be conducted in no more than one school day unless extenuating circumstances are present and all parties agree to a second day. The Appellant shall have the right to bring an Association representative present at the appeal hearing. A written decision on the merits of the appeal shall be rendered no later than ten (10) school days from the close of the hearing. All steps in this appeal process will take place in a timely and expeditious manner in compliance with Education Law 3012c. The determination is final.

(3) The principal shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony, the school district may refute the presentation. If the school district does present a case, the principal will have the right to present a rebuttal case.

(4) A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collected Negotiations Agreement shall not apply to matters under this section. The principal retains any defenses he or she may have in the event the APPR is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the district's non-reviewable authority to terminate the appointment of or deny tenure to a probationary principal at any time for reasons other than performance, including during the pendency of an appeal under this section, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

(5) Should the district hire/employ an administrator that is considered "managerial confidential" and not in the RHAA bargaining unit, and is qualified to conduct administrator observation/evaluation, this person may be assigned to conduct said

observations/evaluations. In such a case, the appeal process would conclude with the Superintendent's review, not the District Superintendent.

Exclusivity of Section 3012-c Appeal Procedures:

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

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The evaluator has been trained by attendance at Network Team trainings provided by the Orleans-Niagara BOCES Network Team. The duration of that training was approximately six hours. In addition the evaluator attended a one day six hour session sponsored by NYSCOSS and presented by Giselle Martin-Kniep that was focused on the LCI rubric. At this time the evaluator has participated in approximately 12 hours of training.

The evaluator meets with building principals at least once per month where progress and appropriate evidence is discussed. While not engaging in inter-rater reliability training, as the Superintendent is the only one performing said evaluations, regular conversations with the building principals has ensured a common understanding of expectations.

Recertification will take place on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, October 17, 2012

Updated Thursday, December 13, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/199178-3Uqgn5g9Iu/APPR Certification Form 12_13_12.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.

APPENDIX #3

**STATE GROWTH MEASURE HEDI SCALE
PERCENT OF STUDENTS MEETING INDIVIDUAL GROWTH TARGETS
(FOR TEACHERS)**

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-54	55-59	60-64	65-69	70	71	72	73	74	75	76	77	78	79	80	81	82	83-84	85-89	90-94	95-100

Explanation

This is for all teachers except grades 4-8 math and ELA. This scale is based on percentage of students reaching their individual target goal. The teacher and principal must agree upon this goal after the results of the pre-assessment are reviewed. For example, a teacher who has 88% of his/her students meet their individual growth goal would earn 18 points out of 20 on his/her State SLO.

Danielson's Framework for Teaching (2011 Revised Edition) Conversion Flow Chart

Domain 1: Planning & Preparation

- A. Knowledge of Content and Pedagogy
- B. Knowledge of Students
- C. Setting Instructional Outcomes
- D. Knowledge of Resources
- E. Designing Coherent Instruction
- F. Designing Student Assessments

Points Earned 0-4	Weighted Total
	0

Domain 2: Classroom Environment

- A. Respect and Rapport
- B. Culture for Learning
- C. Managing Classroom Procedures
- D. Managing Student Behavior
- E. Organizing Physical Spaces

Obs1	Obs2	Points Earned 0-4	Weighted Total
		0	
		0	
		0	
		0	
		0	0

Domain 3: Instruction

- A. Communication with Students
- B. Questions/Prompts and Discussion
- C. Engaging Students in Learning
- D. Using Assessment in Instruction
- E. Using Flexibility and Responsiveness

Obs1	Obs2	Points Earned 0-4	Weighted Total
		0	
		0	
		0	
		0	
		0	0

Domain 4: Teaching

- A. Reflecting on Teaching
- B. Maintaining Accurate Records
- C. Communicating with Families
- D. Participating in a Professional Community
- E. Growing and Developing Professionally
- F. Showing Professionalism

Points Earned 0-4	Weighted Total
	0

Raw Points:	0
Score:	0

*Refer to conversion chart.

Rubric Score to Sub-Component Conversion Chart

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

1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		45
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

Royalton-Hartland Central School District

Teacher Improvement Plan

Teacher Name: _____ Grade level/subject: _____

Administrator: _____ Date: _____

If a teacher's performance is evaluated as "ineffective" or "developing", the supervisor will be required to develop a Teacher Improvement Plan in consultation with the teacher. The teacher shall be entitled to STA representation for the development of this Plan. Such Plan will be provided to the staff member and implemented within ten days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

1. Targeted Goals, Areas For Improvement:

Instructional Planning:

Student Assessment:

Classroom Management:

Fulfillment of Professional responsibilities:

2. Expected Outcomes

List of specific expectations related to targeting goals identified in Section 1:

List of specific activities related to target goals identified in Section 1:

3. Recommended Resources

Identify the lead evaluator who has oversight of the TIP:

List specific materials, people, workshops to be used to support the TIP:

Identify the instrument or rubrics used to monitor progress:

4. Evidence of Achievement

Identify how progress will be measured and assessed:

Specify next steps to be taken based upon progress or lack thereof:

5. Timeline for Measuring Achievement of Expected Outcomes

Identify dates for classroom observations consistent with APPR Plan:

Identify dates for progress meetings with administrators related to each identified targeted goal:

Identify dates for quarterly assessment of overall progress:

APPENDIX #2

**LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT
BASED ON SRI SCORES
(FOR TEACHERS)**

	INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
ES	≤ 1	2-3	4-5	6	7	8	9	10-11	12	13	14-15	16-17	18-19	20	21-22	≥ 23	} Increase in percentage of growth in proficient and advanced levels
MS	≤ -3	-3-0	1	2	3	4	5	6	7	8-9	10	11-12	13-14	15-16	17-19	≥ 20	
HS	≤ -50	51-54	55-58	59-60	61	62	63	64	65-67	68-70	71-73	74-76	77-79	80	81-89	≥ 90	} Percent of achievement in proficient and advanced levels

Explanation

For 2012-2013 the local Student Learning Objective (SLO) for each building in the district will be based on Scholastic Reading Inventory (SRI) scores. This assessment is one that has been approved by the New York State Education Department and is familiar to staff.

Elementary School (Administered in Grades 2-4)

Every teacher, regardless of the subject taught, will receive points on their APPR based on the growth of scores on the SRI for the entire student population who participate in the SRI. This will be based on the increase in percentage of growth in proficient and advance levels. For example, if the percentage of students scoring proficient and advanced were to increase by 21%, all teachers in the elementary school will receive 14 out of 15 points for their local SLO.

Middle School

Same as elementary school, although growth targets are adjusted down to meet the narrower range of Lexile categories. For example, if the percentage increase of growth at the proficient and advanced level was 16%, all teachers in the middle school would receive 13 out of 15 points for their local SLO.

High School

Based on achievement level of students in the high school on SRI. For example, if 75% of high school students score proficient and advanced on the SRI, all teachers in the high school will get 11 out of 15 points for their local SLO.

APPENDIX #2

**LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT
BASED ON SRI SCORES
(FOR TEACHERS)**

	INEFFECTIVE			DEVELOPING					EFFECTIVE							HIGHLY EFFECTIVE						
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
ES	≤ 1	2-3	4-5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	≥ 23	} Increase in percentage of growth in proficient and advanced levels
MS	≤ -3	-1--3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16-17	18-19	≥ 20	
HS	≤50	51-54	55-58	59	60	61	62	63	64	65-66	67	68-69	70-71	72	73	74-75	76-77	78-79	80-84	85-89	≥ 90	} Percent of achievement in proficient and advanced levels

Explanation

For 2012-2013 the local Student Learning Objective (SLO) for each building in the district will be based on Scholastic Reading Inventory (SRI) scores. This assessment is one that has been approved by the New York State Education Department and is familiar to staff.

Elementary School (Administered in Grades 2-4)

Every teacher, regardless of the subject taught, will receive points on their APPR based on the growth of scores on the SRI for the entire student population who participate in the SRI. This will be based on the increase in percentage of growth in proficient and advance levels. For example, if the percentage of students scoring proficient and advanced were to increase by 20%, all teachers in the elementary school will receive 17 out of 20 points for their local SLO.

Middle School

Same as elementary school, although growth targets are adjusted down to meet the narrower range of Lexile categories. For example, if the percentage increase of growth at the proficient and advanced level was 16%, all teachers in the middle school would receive 18 out of 20 points for their local SLO.

High School

Based on achievement level of students in the high school on SRI. For example, if 75% of high school students score proficient and advanced on the SRI, all teachers in the high school will get 15 out of 20 points for their local SLO.

APPENDIX #3

**STATE GROWTH MEASURE HEDI SCALE
PERCENT OF STUDENTS MEETING INDIVIDUAL GROWTH TARGETS
(FOR PRINCIPALS)**

INEFFECTIVE			DEVELOPING					EFFECTIVE									HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-54	55-59	60-64	65-69	70	71	72	73	74	75	76	77	78	79	80	81	82	83-84	85-89	90-94	95-100

Explanation

This scale is based on percentage of students reaching their individual target goal. For Royalton-Hartland, the elementary principal will utilize this scale, as the 4th grade class does not constitute 30% of the building population. Therefore the third grade population will be included to achieve $\geq 30\%$ of the building population. A percentage of the principal's state HEDI score will be based on the growth of third grade students on the 3rd grade math and ELA assessments. Total population of K-4 = 468. 4th grade = 106 (22%) and 3rd grade = 90 (19%) - therefore the principal's state HEDI score will be based on 41% of the student population. Of the 196 students, 54% are from 4th grade and 46% are from 3rd grade. To calculate the principal's state HEDI, 54% of the state provided score will be added to 46% of the the score earned on the scale above.

Section V: Improvement Plan
Royalton Hartland School District
Principal Improvement Plan Process

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

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

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the "ineffective" or "developing" performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Section III: "Other Measures" of Effectiveness (60 points)

Royalton Hartland School District

Principal's Leadership and Management

Assessment Summary: LCI Multidimensional Rubric

Point values are 0-4 for each component of the domain.

Domain	Components	Score for each component 0-4 scale
I. Shared Vision	<ul style="list-style-type: none"> • Culture • Sustainability 	<ul style="list-style-type: none"> • ____ pts. • ____pts.
II. School Culture and Instructional Programs	<ul style="list-style-type: none"> • Culture • Instructional Program • Capacity Building • Sustainability • Strategic planning process 	<ul style="list-style-type: none"> • ____pts. • ____pts. • ____pts. • ____pts. • ____pts.
III. Safe, Efficient, Effective Learning Environment	<ul style="list-style-type: none"> • Capacity Building • Culture • Sustainability • Instructional Program 	<ul style="list-style-type: none"> • ____pts. • ____pts. • ____pts. • ____pts.
IV. Community	<ul style="list-style-type: none"> • Strategic Planning Process: Inquiry • Culture • Sustainability 	<ul style="list-style-type: none"> • ____pts. • ____pts. • ____pts.
V. Integrity, Fairness, and Ethics	<ul style="list-style-type: none"> • Sustainability • Culture 	<ul style="list-style-type: none"> • ____pts. • ____pts.
VI. Political, Social, Economic, Legal and Cultural Context	<ul style="list-style-type: none"> • Sustainability • Culture 	<ul style="list-style-type: none"> • ____pts. • ____pts.
Total Raw Points Maximum=72		____ pts.
Score=Total Raw points /total #components	Raw points/18	____ Score Refer to conversion chart
Points awarded 0-60 based on conversion chart		____points earned

Royalton Hartland School District

Principal's Leadership and Management

Assessment Summary: LCI Multidimensional Rubric

Rubric Performance Levels and Score Scale	
Performance Level	Point ranges negotiated (subject to negotiated revision should NYSED ranges change)
Highly Effective	55-60
Effective	42-54
Developing	25-41
Ineffective	0-24

Points Awarded 0-60: _____

Overall Rating: Highly Effective Effective Developing Ineffective

(Circle One)

Total Average Rubric Score-Conversion Chart (Revised)

“Other Measures” 60 total points

Ineffective 0-24	
Total Average Rubric Score	Conversion Score for composite
0	0
.1	1
.2	2
.3	3
.4	4
.5 - .99	5
1.00	6
1.06	7
1.11	8
1.17	9
1.22	10
1.28	11
1.33	12
1.39	13
1.44	14
1.50	15
1.56	16
1.61	17
1.67	18
1.72	19
1.78	20
1.83	21
1.89	22
1.94	23
2.00	24
Developing 25-41	
2.06	25
2.11	26
2.17	27
2.22	28
2.28	29
2.33	30
2.39	31
2.44	32
2.50	33
2.56	34
2.61	35
2.67	36
2.72	37
2.78	38
2.83	39
2.89	40
2.94	41
Effective 42-54	
3.00	42
3.06	43
3.11	44
3.17	45
3.22	46
3.28	47
3.33	48

3.39	49
3.44	50
3.50	51
3.56	52
3.61	53
3.67	54
Highly Effective 55-60	
3.72	55
3.78	56
3.83	57
3.89	58
3.94	59
4.00	60

APPENDIX #2

**LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT
BASED ON SRI SCORES
(FOR PRINCIPALS)**

	INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE		
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Explanation

For 2012-2013 the local Student Learning Objective (SLO) for each building in the district will be based on Scholastic Reading Inventory (SRI) scores. This assessment is one that has been approved by the New York State Education Department and is familiar to staff.

Elementary School (Administered in Grades 2-4)

The elementary principal will receive points on their APPR based on the growth of scores on the SRI for the entire student population who participate in the SRI. This will be based on the increase in percentage of growth in proficient and advance levels. For example, if the percentage of students scoring proficient and advanced were to increase by 20%, the elementary school principal will receive 14 out of 15 points for their local SLO.

Middle School

Same as elementary school, although growth targets are adjusted down to meet the narrower range of Lexile categories. For example, if the percentage increase of growth at the proficient and advanced level was 16%, the middle school principal would receive 13 out of 15 points for their local SLO.

High School

Based on achievement level of students in the high school on SRI. For example, if 75% of high school students score proficient and advanced on the SRI, the high school principal will get 11 out of 15 points for their local SLO.

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**LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT
BASED ON SRI SCORES
(FOR PRINCIPALS)**

	INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE					
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20
ES	≤ 1	2-3	4-5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	≥ 23	} Increase in percentage of growth in proficient and advanced levels
MS	≤ -3	-1--3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16-17	18-19	≥ 20	
HS	≤ 50	51-54	55-58	59	60	61	62	63	64	65-66	67	68-69	70-71	72	73	74-75	76-77	78-80	80-84	85-89	≥ 90	} Percent of achievement in proficient and advanced levels

Explanation

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

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

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

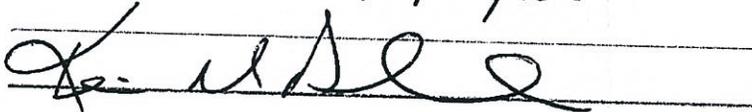
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

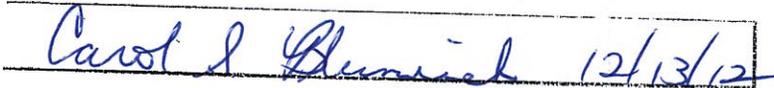
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

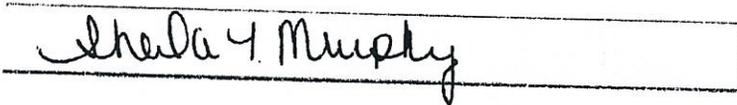
Superintendent Signature: Date: 12/13/12



Teachers Union President Signature: Date:

 12/13/12

Administrative Union President Signature: Date: 12/13/12



Board of Education President Signature: Date: 12/13/12

