



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

Commissioner of Education
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May 11, 2014

Revised

Jane Collins, Superintendent
Salmon River Central School District
637 County Route 1
Fort Covington, NY 12937

Dear Superintendent Collins:

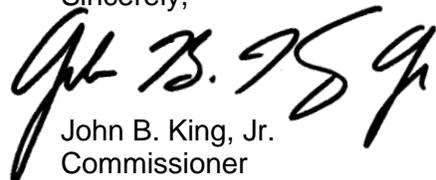
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Stephen T. Shafer

NOTE:

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

Annual Professional Performance Reviews

Created Wednesday, July 17, 2013
Updated Tuesday, October 08, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 161201040000

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

161201040000

1.2) School District Name: SALMON RIVER CSD

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

SALMON RIVER CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, October 08, 2013

Updated Friday, May 02, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise, Renaissance Learning
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise, Renaissance Learning
2	State-approved 3rd party assessment	STAR Reading Enterprise, Renaissance Learning

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The SLOs for K-3 ELA will utilize State approved 3rd party assessments. For grade 3, STAR Enterprise assessment will be used as a pretest, and targets will be set for the 3rd grade State assessment. The same assessment will be used across all classrooms in the same grade level. Individual growth targets will be set by the teachers in consultation with the building principal based on the pretest of each of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 85% of his/her students meet the growth target. See scale 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	FEH/SLL BOCES Regionally Developed Math Assessment, Gr K
1	State-approved 3rd party assessment	STAR Math Enterprise, Renaissance Learning
2	State-approved 3rd party assessment	STAR Math Enterprise, Renaissance Learning

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades 1-3 will utilize STAR Math to set SLOs. Kindergarten will utilize a Regionally developed Math pretest and post test. For grade 3, STAR assessment will be used as a pretest, and targets will be set for the 3rd grade State assessment. The same assessment will be used across all classrooms in the same grade level. Individual growth targets will be set by the teachers in consultation with the building principal based on the pretest of each of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20. See scale at 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 85% of his/her students meet the growth target. See scale 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale 2.11.

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

A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	FEH/SLL BOCES Regionally Developed Gr 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 7 -8 science staff, in consultation with the building principal, will develop SLOs using data results from Regionally developed pre-assessments, and will set individual growth targets for each of their students for the Regionally developed post- assessments. The SLO for grade 8 science will utilize a Regional gr 8 pretest and individual growth targets will be set for the 8th grade NYS Science assessment. The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned 0-20 points within the HEDI scale based on the percentage of students who meet the targets. Teachers can achieve all scale points from 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 62% to 84% of his/her students meet the growth target. See scale 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 30% to 61% of his/her students meet the growth target. See scale 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 29% of his/her students meet the growth target. See scale 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Common Branch

7	District, regional or BOCES-developed assessment	FEH/SLL BOCES Regionally Developed Gr 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	FEH/SLL BOCES Regionally Developed Gr 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 7-8 social studies staff, in consultation with the building principal, will develop SLOs using data results from Regionally developed pre-assessments, and will set individual growth targets for each of their students for the Regionally developed post- assessments. The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned 0-20 points within the HEDI scale based on the percentage of students who meet the targets. Teachers can achieve all scale points from 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 80% or greater of his/her students meet the growth target. See scale 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 62% to 79% of his/her students meet the growth target. See scale 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 16% to 61% of his/her students meet the growth target. See scale 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 15% of his/her students meet the growth target. See scale 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	FEH/SLL BOCES Regionally Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	High School social studies teachers, in consultation with the building principal, will develop SLOs using data results from Regionally developed pre-assessments, and will set individual growth targets for their students for the Regionally developed post- assessments for Global 1 and Regents Assessments. Regents assessments will be used for Global 2 and American History. The same process will be used to set growth targets for all students in all of these assessments. The same assessments will be used across all classrooms in the same course. Teachers will be assigned 0-20 points within the HEDI scale based on the percentage of students who meet the targets. Teachers can achieve all scale points from 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85 % or greater of his/her students meet the growth target. See scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 59 % to 84 % of his/her students meet the growth target. See scale 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 40 % to 58 % of his/her students meet the growth target. See scale 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 39 % of his/her students meet the growth target. See scale 2.11.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	High School Regents science teachers, in consultation with the building principal, will develop SLOs using data results from Regionally developed pre-assessments, and will set individual growth targets for their students for the Regents exams. The same assessments will be used across all classrooms in the same course. Teachers will be assigned 0-20 points within the HEDI scale based on the percentage of students who meet the targets. Teachers can achieve all scale points from 0 to 20. The scale is shown in 2.11.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 80% or greater of his/her students meet the growth target. See scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 56% to 79% of his/her students meet the growth target. See scale 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 40% to 55% of his/her students meet the growth target. See scale 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 39% of his/her students meet the growth target. See scale 2.11

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	High School Math teachers, in consultation with the building principal, will develop SLOs using data results from Regionally developed pre-assessments, and will set individual growth targets for their students for the Regents exams. The District will offer both the Integrated Algebra Regents and the Common Core Algebra Exam, to students in a common core course. The higher of the two scores will be used for the student post assessment results. . The same assessments will be used across all classrooms in the same course. Teachers will be assigned 0-20 points within the HEDI scale based on the percentage of students who meet the targets. Teachers can achieve all scale points from 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 87% or greater of his/her students meet the growth target. See scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 86% of his/her students meet the growth target. See scale 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 45% to 64 % of his/her students meet the growth target. See scale 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 44% of his/her students meet the growth target. See scale 2.11.

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	FEH/SLL BOCES Regionally Developed Gr 9 English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	FEH/SLL BOCES Regionally Developed Gr 10 English Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English and Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	High School English Language Arts teachers, in consultation with the building principal, will develop SLOs using data results from Regionally developed pre-assessments, and will set individual growth targets for their students for the Regional post-tests in gr 9 and 10. Grade 11 will utilize the gr 11 English Regents exams. The District will offer both the Comprehensive English Regents Exam and the Common Core English Regents Exam, to students in a common core course. The higher of the two scores will be used for the student post assessment results. The same assessments will be used across all classrooms in the same course. Teachers will be assigned 0-20 points within the HEDI scale based on the percentage of students who meet the targets. Teachers can achieve all scale points from 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 59% to 84% of his/her students meet the growth target. See scale 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 40% to 58% of his/her students meet the growth target. See scale 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 39% of his/her students meet the growth target. See scale 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
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Grade K-5 Physical Education	District, Regional or BOCES-developed	FEH/SLL BOCES Regionally Developed K-5, grade specific, PE Assessments
Grade 6-8 Physical Education	District, Regional or BOCES-developed	FEH/SLL BOCES Regionally Developed 6-8, grade specific, PE Assessments
Grade 9-12 Physical Education	District, Regional or BOCES-developed	FEH/SLL BOCES Regionally Developed 9-12, course specific, PE Assessments
Grade K-5 General Music	District, Regional or BOCES-developed	FEH/SLL BOCES Regionally Developed K-5, grade specific, Music Assessments
Elementary/Middle School Band	District, Regional or BOCES-developed	Salmon River Central School Locally Developed Elementary and Middle School Band, course specific, Band Assessments
Grade 6,7 General Music	District, Regional or BOCES-developed	Salmon River Central School Locally Developed Grades 6-7, grade specific, Music Assessment
Grade K-7 LOTE (Mohawk)	District, Regional or BOCES-developed	Salmon River Central School Locally Developed Grades K-7, grade specific, LOTE Assessment
Grade 8-12 LOTE (French, spanish, Mohawk)	District, Regional or BOCES-developed	Salmon River Central School Locally Developed Grades 8-12, course specific, LOTE Assessment
Grade 6 Keyboarding	District, Regional or BOCES-developed	Salmon River Central School Locally Developed Grade 6, grade specific, Keyboarding Assessment
Grade 7, 9-12 Technology	District, Regional or BOCES-developed	Salmon River Central School Locally Developed, course specific, Technology Assessment
gr 6, 8 Technology	District, Regional or BOCES-developed	FEH/SLL BOCES Regionally Developed, course specific, Technology Assessment
MS Home and Careers	District, Regional or BOCES-developed	FEH/SLL BOCES Regionally Developed, course specific, Home and Careers Assessment
Grade 6 Home and Careers	District, Regional or BOCES-developed	Salmon River Central School Locally Developed Grade 6, grade specific, Home and Careers Assessment
K- 8 Art	District, Regional or BOCES-developed	Salmon River Central School Locally Developed Grade K-8, grade specific, Art Assessments
Grade 9-12 Art	District, Regional or BOCES-developed	Salmon River Central School Locally Developed Grade 9-12, Course specific, Art Assessments
Grade 9-12 Business Math	District, Regional or BOCES-developed	Salmon River Central School Locally Developed, Course Specific, Business Math Assessment
HS 12:1+1 Special Education	State-approved 3rd party assessment	STAR Math and Reading Enterprise, Renaissance Learning
12:1:1+3 Special Education	District, Regional or BOCES-developed	Salmon River Central School Locally Developed, Course Specific Assessments
All other Secondary English/Math/Social Studies Courses	District, Regional or BOCES-developed	FEH/SLL BOCES Regionally Developed, Course Specific Assessment
gr 6-7 LOTE (Spanish and French)	District, Regional or BOCES-developed	Salmon River Central School Locally Developed Grades K-7, grade specific, LOTE Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs for the courses listed will be developed by teachers in consultation with principals, where individual student growth targets will be set based on pretests and available student data. The same assessments will be used across all classrooms in the same course and all measurements will be rigorous and comparable. Teachers will be assigned 0-20 points within the HEDI scale based on the percentage of students who meet the targets. Teachers can achieve all scale points from 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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

[assets/survey-uploads/12186/684479-avH4IQNZMh/Form2_10_AllOtherCourses\[1\]_2.doc](#)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/12186/684479-TXEttx9bQW/REVIEW ROOM 2.11 STATE HEDIs_3.docx](#)

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Wednesday, July 17, 2013

Updated Wednesday, April 23, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
5	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
6	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. There are two K-5 buildings in the district and one 6-8 building. STAR Reading and Math median student growth percentiles for all students in each grade level at grades
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4 and 5 will be averaged to reach a grade level composite score. Grade 4 & 5 teachers in the same building will receive a HEDI composite score based on the aggregate results of the students taking the STAR assessments in that grade level. STAR Reading and Math median student growth percentiles for all students in each grade level in the 6-8 building will be averaged to reach a building composite score. All gr 6-8 teachers will receive the same HEDI composite score based on the aggregate results of all 6-8 students taking the STAR assessments in that building. The composite score will be converted to a scale score of 0-15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0-15. If a value added model is not approved by the Board of Regents, a 20 point conversion model will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
5	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
6	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning

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.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. There are two K-5 buildings in the district and one 6-8 building. STAR Reading and Math median student growth percentiles for all students in each grade level at grades 4 and 5 will be averaged to reach a grade level composite score. Grade 4 & 5 teachers in the same building will receive a HEDI composite score based on the aggregate results of the students taking the STAR assessments in that grade level. STAR Reading and Math median student growth percentiles for all students in each grade level in the 6-8 building will be averaged to reach a building composite score. All gr 6-8 teachers will receive the same HEDI composite score based on the aggregate results of all 6-8 students taking the STAR assessments in that building. The composite score will be converted to a scale score of 0-15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0-15. If a value added model is not approved by the Board of Regents, a 20 point conversion model will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/568181-rhJdBgDruP/REVIEW ROOM 3.3 STAR ONLY, 15 AND 20 PTS_1.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Math, Reading and Early Literacy Enterprise, Renaissance Learning
1	6(ii) School-wide measure computed locally	STAR Math, Reading and Early Literacy Enterprise, Renaissance Learning
2	6(ii) School-wide measure computed locally	STAR Math, Reading and Early Literacy Enterprise, Renaissance Learning
3	6(ii) School-wide measure computed locally	STAR Math, Reading and Early Literacy Enterprise, Renaissance Learning

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.

same grade level. There are two K-5 buildings in the district. STAR Early Literacy and STAR Reading and Math median student growth percentiles for all K-5 students in each grade level in a building will be averaged to reach a building composite score. All K-3 teachers in the same building will receive the same HEDI composite score based on the aggregate results of all K-5 students taking the STAR assessments in that building. The composite score will be converted to a scale score of 0-20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Math, Reading and Early Literacy Enterprise, Renaissance Learning
1	6(ii) School-wide measure computed locally	STAR Math, Reading and Early Literacy Enterprise, Renaissance Learning
2	6(ii) School-wide measure computed locally	STAR Math, Reading and Early Literacy Enterprise, Renaissance Learning
3	6(ii) School-wide measure computed locally	STAR Math, Reading and Early Literacy Enterprise, Renaissance Learning

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. There are two K-5 buildings in the district. STAR Early Literacy and Reading and Math median student growth percentiles for all K-5 students in each grade level in a building will be averaged to reach a building composite score. All K-3 teachers in the same building will receive the same
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HEDI composite score based on the aggregate results of all K-5 students taking the STAR assessments in that building. The composite score will be converted to a scale score of 0-20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning

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.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. STAR Reading and Math median student growth percentiles for all students in each grade level in the 6-8 building will be averaged to reach a building composite score for all gr 6-8 teachers. All gr 6-8 teachers will receive the same HEDI composite score based on the aggregate results of all 6-8 students taking the STAR assessments in that building. The composite score will be converted to a scale score of 0-20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See scale at 3.13

grade/subject.

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

See scale at 3.13

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

See scale at 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning

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.

State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. STAR Reading and Math median student growth percentiles for all students in each grade level in the 6-8 building will be averaged to reach a building composite score for all gr 6-8 teachers. All gr 6-8 teachers will receive the same HEDI composite score based on the aggregate results of all 6-8 students taking the STAR assessments in that building. The composite score will be converted to a scale score of 0-20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0-20.

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

See scale at 3.13

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

See scale at 3.13

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

See scale at 3.13

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

See scale at 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	FEH/SLL BOCES Regionally Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents Assessment

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

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

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.	In courses where no Regents is administered, the Regional social studies assessment will be administered. It will be rigorous and valid. The same assessment will be used across all classrooms in the same course. All teachers, both Regents and non-Regents, in consultation with the building principal, will set individual growth targets for their subgroup population of economically disadvantaged students, using baseline data. Subgroup populations are defined by the Commissioner of Education. The percentage of students meeting the target will be converted to a scale score of 0 - 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Assessment

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

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

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.	The same assessment will be used across all classrooms in the same course. All teachers, in consultation with the building principal, will set individual growth targets for their subgroup population of economically disadvantaged students, based on baseline data. Subgroup populations are defined by the Commissioner of Education. The percentage of students meeting the target will be converted to a scale score of 0 - 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra and NYS Common Core Algebra Regents Assessments

Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents Assessment

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

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

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

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.	The same assessment will be used across all classrooms in the same course. All teachers, in consultation with the building principal, will set individual growth targets for their subgroup population of economically disadvantaged students, using baseline data. Subgroup populations are defined by the Commissioner of Education. The District will offer both the Integrated Algebra Regents and the Common Core Algebra Regents, to students in a common core course. Teachers of Algebra 1 classes will use the higher of the two assessments. The percentage of students meeting the target will be converted to a scale score of 0 - 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents assessments in Global, US History, English (both NYS Comprehensive and Common Core English Regents), Living Environment or Earth Science, Algebra (both Integrated Algebra and Common Core Algebra) or Geometry

Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents assessments in Global, US History, English (both NYS Comprehensive and Common Core English Regents), Living Environment or Earth Science, Algebra (both Integrated Algebra and Common Core Algebra) or Geometry
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents assessments in Global, US History, English (both NYS Comprehensive and Common Core English Regents), Living Environment or Earth Science, Algebra (both Integrated Algebra and Common Core Algebra) or Geometry

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	English teachers in gr 9-12 will use a building score. The building wide HEDI score will be determined based on the percentage of students in the building scoring a 65 or higher (55 for students with safety net) on 5 Regents Assessments listed above. Of the following Regents assessments the higher course score will be used : Algebra or Geometry, Earth Science or Living Environment. Both versions of the Algebra and English Regents will be administered to students in a common core course. The higher of the individual student scores of these two assessments scores will be used for each of the courses.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other elementary subjects	6(ii) School wide measure computed locally	STAR Math, Reading and Early Literacy Enterprise, Renaissance Learning

All other middle school subjects	6(ii) School wide measure computed locally	STAR Math and Reading Enterprise, Renaissance Learning
HS 12:1+1 Special Education	4) State-approved 3rd party	STAR Math and Reading Enterprise, Renaissance Learning
All other HS Special Education	6(ii) School wide measure computed locally	NYS Regents assessments in Global, US History, English (both NYS Comprehensive and Common Core English Regents), Living Environment or Earth Science, Algebra (both Integrated Algebra and Common Core Algebra) or Geometry
Grade 9-12 Physical Education	5) District/regional/BOCES–developed	FEH/SLL Regionally Developed course specific Assessment
All other secondary social studies	5) District/regional/BOCES–developed	FEH/SLL Regionally Developed course specific Assessment
All other secondary math	5) District/regional/BOCES–developed	FEH/SLL Regionally Developed course specific Assessment
All other secondary subjects	5) District/regional/BOCES–developed	Salmon River Central School Locally Developed Grades 9-12, course specific Assessment

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.

"All Other" High School special education staff will use a building score as the local achievement measure. The building wide HEDI score will be determined based on the percentage of students in the building scoring a 65 or higher (55 for students with safety net) on 5 Regents Assessments listed above. Of the following Regents assessments the higher course score will be used : Algebra or Geometry, Earth Science or Living Environment. Both versions of the Algebra and English Regents will be administered to students in a common core course. The higher of the individual student scores of these two assessments scores will be used for each of the courses. In other courses where no Regents is administered, a state approved 3rd party assessment (STAR), or a Regional or Locally developed course or grade specific assessment will be administered. They will be rigorous and valid. The same assessment will be used across all classrooms in the same course or grade, as specified. "All other elementary subjects" will use the building score process described in 3.4. "All other Middle School subjects" will use the building score process described in 3.6 and 3.7. All teachers not using a building score will consult with the building principal, and will use baseline data to set individual growth targets for their subgroup population of economically disadvantaged students. Subgroup populations are defined by the Commissioner of Education. The percentage of students

meeting the target will be converted to a scale score of 0 - 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 - 20.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/568181-y92vNseFa4/REVIEW ROOM 3.13 local 20 pt HEDIs_1.docx

3.14) Locally Developed Controls

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

(No response)

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 teachers with multiple courses resulting in the use of multiple locally selected measures, all of the HEDI scores from each measure will be weighted proportionately based on the number of students in each measure and averaged together to obtain a local measure subcomponent HEDI score. Standard rounding rules apply when determining the teachers final HEDI score. However, in no case will rounding result in a teacher moving between HEDI rating categories.

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, January 23, 2014

Updated Friday, May 02, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric (2012 Edition)
---------------------------------------	--

Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

60 points of the 100 point composite score are based on teacher observation, artifacts collected as evidence of the NYSUT standards, and the summative meeting. As part of the observation process, teachers are permitted to submit artifacts pertaining to any element of the rubric for consideration by an administrator during pre and post observation conferences and the summative meeting. Any documentation submitted should specifically indicate which standard and indicator that the teacher feels it addresses. Teachers will be evaluated annually on the entire rubric. Tenured teachers will receive a minimum of 1 formal observation per year, while non-tenured teachers will receive at least 1 formal observation each semester. For announced formal observations, the teacher will submit lesson plans and a completed pre-observation conference form prior to the meeting. Following the observation the teacher will complete the post-observation conference form, which will be discussed at the post conference, in addition to presenting evidence of student work, reflections on lessons, or other artifacts. The evaluator will present evidence from the lesson observed. The teacher and evaluator will discuss standards addressed, ratings and next steps for professional growth. The evaluator will provide the teacher with a copy of the completed observation form. In addition to the formal observation, each teacher will receive a minimum of 1 informal walkthrough observation. Evidence gathered during each walkthrough (informal) observation will be used in the annual summative evaluation.

By the Monday of the last week of school, each teacher will participate in a summative conference with the evaluator to discuss the

60% Other Measures of Teacher Effectiveness. The purpose of the conference will be to review notes and evidence gathered throughout the school year for each assessed element. Administrators conducting the observations and evaluation will evaluate and score teachers using the entire rubric. During the summative conference the evaluator will use the NYSUT Rubric to review the evidence compiled by the teacher and previous ratings from all observations to holistically arrive at a final score for each element that reflects the value of the teacher's performance. The evaluator will assess each of the elements within the seven standards on a 1-4 point scale, resulting in an average standard score. The average score of each of the seven standards is then added together and divided by 7 to yield a total score of professional practice on a scale of 1-4. This score is then converted using the negotiated HEDI scale to arrive at a 0-60 point scale. The standard rounding rule applies within each of the scoring bands, but cannot be applied to move an overall score to a higher HEDI category. The 1-4 Average Rubrics scores are the minimum values necessary to earn each corresponding HEDI point 0-60.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The average rating (1-4 from the rubric) of each of the seven standards is added together and divided by 7 to yield a total score of professional practice on a scale of 1-4. This score is then converted using the negotiated HEDI scale to arrive at a 0-60 point scale. A total score of 59-60 is Highly Effective.
Effective: Overall performance and results meet NYS Teaching Standards.	The average rating (1-4 from the rubric) of each of the seven standards is added together and divided by 7 to yield a total score of professional practice on a scale of 1-4. This score is then converted using the negotiated HEDI scale to arrive at a 0-60 point scale. A total score of 57-58 is Effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The average rating (1-4 from the rubric) of each of the seven standards is added together and divided by 7 to yield a total score of professional practice on a scale of 1-4. This score is then converted using the negotiated HEDI scale to arrive at a 0-60 point scale. A total score of 50-56 is Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The average rating (1-4 from the rubric) of each of the seven standards is added together and divided by 7 to yield a total score of professional practice on a scale of 1-4. This score is then converted using the negotiated HEDI scale to arrive at a 0-60 point scale. A total score of 0-49 is Ineffective.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, January 23, 2014

Updated Monday, March 24, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Thursday, January 23, 2014

Updated Friday, May 02, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/938198-Df0w3Xx5v6/review room 6.2 Teacher Improvement Plan.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Teachers – Appeals Procedure

A. Appeals of Annual Professional Performance Reviews

To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established.

1. Appeals will be limited to the following situations:

a. A teacher completing the first year of a three-year probationary appointment may appeal only an Ineffective APPR composite

rating;

b. Any other teacher may appeal only a Developing or Ineffective APPR composite rating;

c. Any teacher may appeal the implementation of an improvement plan if and only if the plan was generated as the result of a Developing or Ineffective composite rating, in accordance with Section 2, e, below.

2. The scope of any appeal will be limited to the following subjects:

a. The substance of the individual's annual professional performance review;

b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;

c. The adherence to the Commissioner's regulations, as applicable to such reviews;

d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,

e. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c in connection with a Developing or Ineffective rating.

3. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

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

5. The following timelines will be strictly adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

*All steps, including time extensions, and the resolution of the appeal will occur in a timely and expeditious manner in accordance with Education Law 3012-c.

Level 1 - Evaluator

a. (Informal) Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.

b. (Formal) Any appeal must be submitted to the evaluator in writing no later than ten (10) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within ten (10) school days of issuance or of the time when the teacher knew or should have known of an alleged implementation breach of such plan.

c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

d. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President, shall receive copies of the response and any and all additional information submitted with the response.

Level 2 – Superintendent

a. Within ten (10) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the Superintendent of Schools, or the Superintendent's designee. The Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator's response.

b. Within ten (10) school days of receipt of the teacher's appeal, the Superintendent or designee will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.

c. Within ten (10) school days of the Superintendent hearing, the Superintendent or designee will issue a written determination to the teacher, the Teachers' Association President, and the evaluator.

Level 3 – Panel

a. Within ten (10) school days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel* comprised of two (2) teacher representatives and two (2) administration representatives. The panel will be provided the entire appeals record; however, any information identifying the appellant or the appellant's district, evaluator or superintendent will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.

b. Within ten (10) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals on developing ratings. Appeals of ineffective ratings and split decisions on an appeal of a developing rating will proceed to level 4 below.

Each party will designate at least one and not more than two representatives as regional panelists. Those individuals will be provided training regarding APPR legislation and regulations and will be expected to be available to serve on panels as needed for appeals in other FEH districts that utilize this appeals procedure. Further procedures regarding this panel will be mutually agreed upon by the District and the Association.

Level 4 – Superintendent

a. Within ten (10) school days of receipt of the Level 3 recommendation for resolution, the Superintendent of Schools or designee will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the appellant, to the Teachers' Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated.

6. The entire appeals record will be part of the teacher's APPR.

7. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections 1 and 2, above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

8. Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending. (The District maintains the authority to grant or deny tenure or to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal, in accordance with Ed Law 3012-c.)

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

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

The principals and directors will serve as the lead evaluators for the teachers in the Salmon River Central School District. All evaluators are lead evaluators. The Superintendent will ensure that all lead evaluators have been trained and certified in accordance with regulations. The district has selected and received agreement with the Salmon River Teachers' Association to utilize the NYSUT Teacher Practice rubric, revised edition - 2012. As certified lead evaluators our principals and directors have, and will continue to attend, all required APPR and RTTT teacher evaluation trainings to qualify for certification/calibration, and to become recertified. Certification requires participants to attend six days of training.

District Administrators/lead evaluators will continue to participate in ongoing training that is offered by Franklin Essex Hamilton BOCES, Champlain Valley Educational Services, and the district. Future sessions will continue to target the nine key elements that are required for certification as lead evaluator. The District will continue to support principals and directors by providing access to BOCES-sponsored trainings. This will consist of trainings at the BOCES, through Distance Learning Technology, and also on-site. Along with offering specific Regents Reform Agenda professional development opportunities to component district staff, the Franklin-Essex-Hamilton BOCES' Network Team will work on site with the district. The BOCES Network Team will become involved in district faculty meetings and provide trainings both during and after school sessions at the District.

The District will require lead evaluators to attend BOCES and district sponsored training which will target the following nine elements that are required by SED for certification as a lead evaluator:

- (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;
- (4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;
- (5) Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers, 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 locally selected measures of student achievement used by the district to evaluate its teachers;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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 overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

In order to ensure inter-rater reliability, principals and directors will attend annual training sessions provided by BOCES for recertification. Trainings will take place in which evaluators will watch the same video of a classroom lesson and gather evidence. Evaluators will evaluate the evidence using the NYSUT rubric, then compare the evidence gathered and their evaluation using the

rubric. The discussion will focus on similarities and differences among evaluators so that we can all work together to gather appropriate evidence and apply the rubric accurately and consistently. Lead evaluators will also be trained to utilize a software program called Elevate, which provides on-line video based evaluator training. Principals and directors will also share and discuss aspects of their observations and documentation they have gathered as part of the teacher evaluation process during weekly administrator meetings. The Superintendent will participate in these discussions and will join evaluators to attend observations to evaluate their success at gathering evidence and applying the rubric. The Superintendent will also monitor submitted APPR documents to help ensure inter-rater reliability.

Evidence of the required lead evaluator training will be presented to the Board of Education annually to certify that each principal and director is highly qualified to be a lead evaluator for the teachers' evaluations. Recertification will be done on a yearly 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
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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 Monday, December 02, 2013

Updated Friday, January 24, 2014

Page 1

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

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

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

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

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

PK-5
6-8
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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, December 02, 2013

Updated Wednesday, April 23, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	STAR Reading, Math and Early Literacy Enterprise, Renaissance Learning
6-8	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise, Renaissance Learning
9-12	(e) 4, 5, and/or 6-year high school graduation and/or dropout rates	4 year graduation rate

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.	The same assessments will be used in all classrooms in the same grade level and course. STAR Reading/Math and Early Literacy Enterprise assessments provide a Student Growth Percentile (SGP) for each student to whom it is administered. The Principals in the K-5 and 6-8 buildings will receive a HEDI rating based on the median SGP of all students who take the applicable STAR assessments in the principal's building. The Median SGP of each building will be converted to a score of 0-15 points. The negotiated scales are shown in 8.1 The gr 9-12 building principal will receive a HEDI score based on the percentage of students from the current year's cohort who graduate in June. That will be converted to a score of 0-15 points. - Principals can achieve all scale points from 0 to 15. A 20 point conversion chart will be used until the Value-added measure is implemented. See table 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Tables, labeled 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See attached Tables, labeled 8.1

grade/subject.

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

See attached Tables, labeled 8.1

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

See attached Tables, labeled 8.1

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

(No response)

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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
NA		

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.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(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, January 27, 2014
Updated Wednesday, April 23, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
---	---

Second rubric (if applicable)	(No response)
-------------------------------	---------------

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Salmon River Administrators will be evaluated based on the Learner Centered Initiative Multidimensional Principal Practice Rubric. The following steps outline the process used to calculate the Other Measures of the principal evaluation score. The score aggregates principals' ratings across all observed elements within the framework to result in a single score.

The Superintendent will make multiple visits to each building and will collect evidence on the rubric domains throughout the year. Using the rubric, the Superintendent will mark the descriptor for each domain that best matches the principal's performance. Using a holistic approach, point values shall then be determined for each domain (0-10) and then will be added together to achieve an overall score based on the rubric (0-60). Each of the domains may earn a score as follows:

Ineffective 0-9, Developing 9.2, Effective 9.5, Highly Effective 10.

Each of the sections labeled "Other" are additional agreed upon tools that may be used for evaluation purposes. Only two of the three may be completed and used for scoring. Each may earn 0-1 pts, for a maximum of 2 points over all for the "other" category. In no case will the "other" points allow any principal to score more than 60 points, and also in no case will they supplement a score of zero.

Each of the items in the "Other" section of the scoring sheet is aligned to the MPPR. The "Self Analysis" is completed by the principal using the MPPR and evidence is cited to support the analysis during a discussion with the Superintendent; The "Evidence" is a professional portfolio organized according to the MPPR domains. The principal submits this to the Superintendent for consideration, and it will be the focus of discussion during a meeting between the principal and Superintendent; The "School Report Card" or other similar NYS Accountability Report involves a joint critical analysis of the document, including identification of actions to be taken to address components and district resources available to the building/principal, and a review of initiatives or actions taken and the utilization of available resources, as they relate to the MPPR.

"Other" scoring is as follows:

Highly Effective and Effective will yield a score of 1.

Developing and Ineffective will yield a score of 0.

The principal's score will be determined using the HEDI chart attached.

Scoring for "other" is as follows:

Highly Effective and Effective will yield a score of 1.

Developing and Ineffective will yield a score of 0.

In the event that a score results in a score that is not a whole number, the standard rounding rule applies for scores within each HEDI rating category. The rounding rule will not allow a principal's score to move between HEDI rating categories.

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.

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

Highly Effective: Overall performance and results exceed standards.	The overall performance and documented results exceeds the expectations of the ISLLC leadership standards. The HIGHLY EFFECTIVE principal has earned a score of 59 or more points.
Effective: Overall performance and results meet standards.	Overall performance and results meet ISLLC leadership standards. The EFFECTIVE principal has earned a score of 57-58 points
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet ISLLC leadership standards. The DEVELOPING principal has earned a score of 55-56 points.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet ISLLC leadership standards. The INEFFECTIVE principal has earned a score of 0- 54 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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, January 27, 2014

Updated Monday, March 24, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, January 27, 2014

Updated Monday, May 05, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/949182-Df0w3Xx5v6/11.2 Principal Improvement Plan.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:

1. APPEALS

To the extent that a Principal wishes to issue an appeal, the following appeals procedure is established.

A. Appeals will be limited to the following situations:

a. A Principal completing the first year of a three year probationary appointment may appeal only an ineffective APPR composite

rating; any other Principal will be able appeal an ineffective or developing rating.

B. The scope of any appeal will be limited to the following subjects:

- a. The substance of the individual's annual professional performance review;
- b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
- c. The adherence to the Commissioner's regulations, as applicable to such reviews;
- d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews as limited by Section A, above.
- e. The entire appeals record will be part of the administrator's APPR.
- f. The appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals. An administrator may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.
- g. Nothing in the appeals procedure will restrict the right of the district or the obligation of the Principal to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending.

*Termination of a tenured principal cannot be based on a single performance rating of "Ineffective".

However, the District maintains the authority to grant or deny tenure or to terminate a probationary principal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal, in accordance with Ed Law 3012-c.

h. The only reason for an appeal on a PIP is the issuance of a PIP or the implementation of the PIP.

C. A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived, unless the parties agree that new information may impact the overall appeal.

D. In an appeal, the principal has the burden of demonstrating a right to relief requested and the burden of establishing the facts upon which petitioner seeks relief.

E. The following timelines will be strictly adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

*All steps, including time extensions, and the resolution of the appeal will occur in a timely and expeditious manner in accordance with Education Law 3012-c.

LEVEL 1-LEAD EVALUATOR (SUPERINTENDENT)

a. (Informal) Following receipt of a Principal's annual evaluation, the Principal is encouraged to immediately schedule a follow up meeting to informally discuss with the Superintendent any and all related issues. If the Principal has additional supporting evidence to share with the Superintendent regarding a particular element(s) of the evaluation, the Principal is encouraged to do so at this level.

b. (Formal) If the Principal chooses to submit a formal appeal, the Principal may request, in writing, a review by the Superintendent of Schools. The written appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated Principal may only challenge the substance, rating and/or adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.

Upon receipt of the formal written documentation, the Principal will schedule a meeting for the parties meet to review and discuss the documentation that is submitted in the written appeal.

Level 1 (a) and (b) shall take place within ten (10) business days, occurring during the school year including summer recess, of the receipt of a principal's annual evaluation.

c. Ten days following the issuance of the Principal Evaluation, the Superintendent and Principal will meet to generate a draft Principal Improvement Plan. The plan will be finalized within 5 days and issued to the Principal. If a Principal is challenging the issuance or implementation of a principal improvement plan, the appeal must be submitted in writing within ten (10) business days of the issuance of the plan.

d. When filing an appeal, the Principal must submit a detailed written description of the specific grounds for the appeal of the performance review being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered, unless it is mutually agreed upon by the parties to consider the new documentation/information.

e. Within ten (10) school days of receipt of an appeal, the Superintendent must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in deliberations related to the resolution of the appeal. The principal initiating the appeal, and

the Administrators' Association President(s), shall receive copies of the response and any and all additional information submitted with the response.

LEVEL 2- PANEL

a. Within five (5) school days of receipt of the Level 1 determination, if a principal is not satisfied with such determination and if the Principals' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel comprised of (2) panelists from retired Superintendent's and or Principal ranks. The individuals chosen will be mutually agreed upon by the association and the district. The panel will be provided the entire appeals record; however, the appellant, as well as the anonymity of the panel members will be protected as much as possible. These panelists must be trained in the APPR process. The anonymity of the panelists and appellant will be protected to the greatest extent possible.

b. Within another five (5) school days of receipt of the Level 1 determination (from the 5 days mentioned in paragraph a) if the Principal Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Principals' Association President and the Superintendent of Schools. The recommendation may be to deny the appeal, to sustain the appeal and grant remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be final and binding for all appeals on developing ratings. Appeals of ineffective ratings and split decisions on an appeal of a developing rating will proceed to level 3 below. If a principal is not tenured and the level 2 panel sustains a rating of ineffective then that principal may not pursue a further appeal at level 3. Once the level 2 appeal is concluded for a probationary principal, the superintendent may move to dismiss the principal given proper written notice, in accordance with Ed Law 3012-c.

LEVEL 3- SUPERINTENDENT

a. Within five (5) school days of receipt of the Level 2 recommendation for resolution, the Superintendent of Schools will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the appellant, to the Principals' Association, and to the panel members. Whether the appeal is denied, sustained, the Superintendent may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated. The determination of the Superintendent will be final and shall not be grievable, arbitrable, nor reviewable in any other form; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure.

If personal or vacation leave with either party interfere with these dates, the parties agree to meet and revise this schedule to an alternate agreeable timeline.

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

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

As the sole evaluator of principals in the Salmon River District, the Superintendent will be properly trained in the nine elements of training listed in section 30-2.9(b) of the Regents Rules, and will attend training through the Franklin Essex BOCES and Champlain Valley Educational Services. Such training will consist of a minimum of 4 full or half day workshops or networking meetings pertaining to evaluator training throughout the year to become certified and re-certified annually. Due to their being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within the Multidimensional Principal Performance Rubric will take

place for the professional growth of the Superintendent and the administrative team.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that she be certified to conduct principal evaluations. The training will be ongoing and documentation of training will continue in order for the Superintendent to be recertified each year.

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 Monday, August 19, 2013

Updated Wednesday, May 07, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/596647-3Uqgn5g9Iu/APPR signature sheet.pdf](assets/survey-uploads/12158/596647-3Uqgn5g9Iu/APPR%20signature%20sheet.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.

Form 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
<p>HS Resource 1 (Special Education HEDI)</p>	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>FEH/SLL BOCES Regionally Developed 9-12, course specific assessments</p>
<p>HS Resource 2 (Special Education HEDI)</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>NYS Course Specific Regents Assessment</p>
<p>MS Resource (Special Education HEDI)</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Grades 6-8, NYS ELA and Math assessments, grade specific</p>
<p>Elementary Resource Grades 3-5 (Special Education HEDI)</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Grades 3-5, NYS ELA and Math assessments, grade specific</p>

Course(s) or Subject(s)	Option	Assessment
Elementary Resource Grades K-2 (Special Education HEDI)	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR Early Literacy and STAR Math and Reading Enterprise, Renaissance Learning
K-2 AIS	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR Early Literacy and STAR Math and Reading Enterprise, Renaissance Learning
3-5 AIS	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Grades 3-5, NYS ELA and Math assessments, grade specific
6-8 AIS	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Grades 6-8, NYS ELA and Math assessments, grade specific

2.11 STATE MEASURES – SLO HEDI SCALES& Salmon River Central

SR K-3 ELA and Math, K-2 AIS, 3-5 AIS, 6-8 AIS																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	89-94	86-88	80-85	78-79	74-77	71-73	70	69	68	67	65-66	64	62-63	59-61	56-58	53-55	50-52	33-49	16-32	0-15

SR K-5 Physical Education																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	89-94	86-88	80-85	78-79	74-77	71-73	70	69	68	67	65-66	64	62-63	59-61	56-58	53-55	50-52	33-49	16-32	0-15

SR K-8 Music / Band																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	96-98	90-95	87-89	84-86	80-83	77-79	74-76	70-73	68-69	66-67	65	62-64	59-61	56-58	53-55	51-52	50	45-49	30-44	0-29

SR K-5 LOTE (Mohawk)																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	95-97	92-94	89-91	86-88	83-85	80-82	76-79	73-75	69-72	66-68	63-65	59-62	55-58	52-54	50-51	47-49	45-46	40-44	30-39	0-29

SR. 6-7 Keyboarding 6 and Tech 7																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	92-98	87-91	82-86	79-81	75-78	71-74	70	68-69	66-67	64-65	61-63	59-60	52-58	46-51	41-45	36-40	31-35	21-30	11-20	0-10

SR. 7-8 Social Studies																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	80-84	78-79	76-77	74-75	71-73	70	67-69	64-66	63	62	58-61	50-57	40-49	30-39	20-29	16-19	11-15	6-10	0-5

SR. 6-8 Home & Careers																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	91-97	86-90	81-85	79-80	75-78	71-74	70	68-69	66-67	64-65	63	59-62	52-58	46-51	41-45	36-40	31-35	21-30	11-20	0-10

SR. Grade 6,8 Technology																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	87-90	85-86	83-84	80-82	76-79	75	70-74	68-69	66-67	63-65	57-62	54-56	52-53	50-51	47-49	45-46	40-44	20-39	0-19

SR. 6-12 LOTE (French, Mohawk, Spanish)																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	93-96	89-92	85-88	81-84	77-80	74-76	72-73	70-71	68-69	66-67	62-65	55-61	49-54	42-48	37-41	33-36	29-32	25-28	21-24	0-20

SR. 7- 8 Science																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	85-90	80-84	77-79	74-76	71-73	70	68-69	65-67	63-64	62	58-61	54-57	50-53	46-49	37-45	30-36	21-29	11-20	0-10

SR. K-8 ART																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	91-97	86-90	81-85	79-80	75-78	71-74	70	68-69	66-67	64-65	63	59-62	52-58	46-51	41-45	36-40	31-35	21-30	11-20	0-10

SR. 6-8 Physical Education																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100	91-93	89-90	85-88	80-84	77-79	72-76	71	68-70	66-67	64-65	60-63	56-59	53-55	51-52	45-50	40-44	31-39	21-30	11-20	0-10

SR. 9-12 Science Department																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100	88-90	80-87	78-79	75-77	74	73	72	69-71	64-68	60-63	56-59	52-55	48-51	45-47	43-44	41-42	40	11-39	1-10	0

SR. 9-12 Business Math																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	87-90	85-86	83-84	81-82	78-80	75-77	72-74	70-71	67-69	65-66	64-61	60-57	56-54	53-51	50-47	46-45	40-44	20-39	0-19

SR. 9-12 Math																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	87-90	85-86	83-84	81-82	78-80	75-77	72-74	70-71	67-69	65-66	61-64	57-60	54-56	51-53	47-50	45-46	40-44	20-39	0-19

SR. 9-12 English																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	85-90	84	81-83	78-80	75-77	72-74	68-71	65-67	62-64	59-61	56-58	53-55	50-52	47-49	44-46	40-43	31-39	20-30	0-19

SR. 9-12 Art																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	87-90	85-86	83-84	81-82	78-80	75-77	72-74	70-71	67-69	65-66	61-64	57-60	54-56	51-53	47-50	45-46	40-44	20-39	0-19

SR. 9-12 Technology																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	86-89	85	84	83	82	81	80	79	78	77	65-76	60-64	56-59	52-55	49-51	45-48	30-44	21-29	0-20

SR. 9-12 PE																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100	88-90	85-87	84	81-83	78-80	76-77	73-75	70-72	68-69	66-67	65	62-64	59-61	56-58	53-55	51-52	50	45-49	30-44	0-29

SR 9-12 Social Studies																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	85-90	84	81-83	78-80	75-77	71-74	68-70	65-67	62-64	59-61	56-58	53-55	50-52	47-49	44-46	40-43	31-39	20-30	0-19

SR K-12 Special Education																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	85-90	80-84	77-79	73-76	69-72	65-68	62-64	59-61	57-58	55-56	50-54	46-49	42-45	38-41	34-37	30-33	21-29	11-20	0-10

CONVERSION CHART – 60% OTHER MEASURES

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

Review room 4.5

1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		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		60
3.9		60
4		60

Teacher Improvement Plans

1. Teaching Improvement Plans will be given to all teachers who have a HEDI composite rating of "Developing" or "Ineffective". These Plans will be developed in collaboration with the assigned evaluator, the teacher who is being given the plan, and a representative from the Association (at the discretion of the teacher).
2. A Teacher Improvement Plan is a document that identifies needed areas of improvement, establishes 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 these areas.

Teacher	Evaluator(s)	Effective Date of TIP
Subject/Grade Level	Score Breakdown	Composite Score
Date(s):	Preconference	Observation(s)
		Mentoring

Standards Chosen for Further Development	Action(s) to be Taken	Administrator's Responsibilities	Teacher's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Teacher's Signature
Waiving Representation: _____ Date: _____

**APPR LOCAL MEASURES
POINT SCALE CONVERSION
15 POINT SCALE**

**STAR RENAISSANCE RECOMMENDED
HEDI**

CATEGORY	SCALE POINT	Median Student Growth Percentile
Highly Effective	15	87-99
	14	61-86
Effective	13	55-60
	12	53-54
	11	51-52
	10	49-50
	9	45-48
	8	41-44
Developing	7	37-40
	6	33-36
	5	27-32
	4	24-26
	3	21-23
Ineffective	2	14-20
	1	7-13
	0	1-6

**APPR LOCAL MEASURES
POINT SCALE
CONVERSION
15 POINT SCALE
Measures other than STAR**

CATEGORY	SCALE POINT	%MEETING TARGET
Highly Effective	15	92-100
	14	82-91
Effective	13	79-81
	12	75-78
	11	70-74
	10	65-69
	9	60-64
	8	55-59
Developing	7	54
	6	53
	5	52
	4	51
	3	49-50
Ineffective	2	48
	1	47
	0	0-46

**APPR LOCAL MEASURES
POINT SCALE CONVERSION
20 POINT SCALE**

STAR RENAISSANCE RECOMMENDED HEDI

CATEGORY	SCALE POINT	Median Student Growth Percentile	
Highly Effective	20	87-99	
	19	74-86	
	18	61-73	
Effective	17	58-60	
	16	55-57	
	15	53-54	
	14	51-52	
	13	49-50	
	12	47-48	
	11	45-46	
	10	43-44	
Developing	9	41-42	
	8	37-40	
	7	33-36	
	6	30-32	
	5	27-29	
Ineffective	4	24-26	
	3	21-23	
	2	14-20	
	1	7-13	
	0	1-6	

**APPR LOCAL MEASURES
POINT SCALE CONVERSION
20 POINT SCALE
Measurements other than STAR**

CATEGORY	SCALE POINT	% Meeting Target
Highly Effective	20	88-100
	19	85-87
	18	82-84
Effective	17	79-81
	16	76-78
	15	73-75
	14	70-72
	13	67-69
	12	64-66
	11	61-63
	10	58-60
	9	55-57
Developing	8	54
	7	53
	6	52
	5	51
	4	50
	3	49
Ineffective	2	48
	1	47
	0	0-46

60% Other Measures HEDI Scale, PRINCIPAL

Appendix F

Category
Ineffective 0-54
Developing 55-56
Effective 57-58
Highly Effective 59-60

Rounding rule cannot be applied to move an overall score to a higher HEDI Category/Performance Level.

Appendix E – Other Measures of Effectiveness – 60 pts

Principals/Leadership and Management

Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the Superintendent of Schools will place an “X” on the description of each item that best matches the principal’s performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and on the rubric as a whole. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of Principal _____ School Year _____

Domain	Highly Effective (10 pts. each)	Effective (9.5 pts each)	Developing (9.2 pts each)	Ineffective (max. 9 pts each)
Shared Vision of Learning				
School Culture and Instructional Program				
Safe, Efficient, Effective Learning Environment				
Community				
Integrity, Fairness, Ethics				
Political, Social, Economic, Legal and Cultural Context				
Other: Self Analysis (0-1 pt)				
Other: Evidence (0-1 pt)				
Other: School Report Card (0-1 pt)				

Overall Rating: Highly Effective (59-60) Effective (57-58) Developing (55-56) Ineffective (0-54)

Other: 2 points * (2 of 3 may be completed) *Other Points will not supplement a score of zero.

Rounding rule cannot be applied to move an overall score to a higher HEDI Category/Performance Level.

*** Maximum points attainable = 60

Rubric Performance Levels and Score Scale	
Performance Level	Points ranges negotiated (subject to negotiated revision should NYSED ranges change)
Highly Effective	59 - 60
Effective	57-58
Developing	55-56
Ineffective	0-54

Points Awards 0 – 60 _____

Appendix H – 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 is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlines above no later than ten (10) business days after the identified completion date. Such summary shall be signed by the Superintendent and principal with the opportunity for the principal to attach comments.

AMMENDMENT TO ADDENDUM A

APPR LOCAL MEASURES

POINT SCALE CONVERSION

15 POINT SCALE

STAR RENAISSANCE RECOMMENDED HEDI

CATEGORY	SCALE POINT	Median Student Growth Percentile
Highly Effective	15	87-99
	14	61-86
Effective	13	55-60
	12	53-54
	11	51-52
	10	49-50
	9	45-48
	8	41-44
Developing	7	37-40
	6	33-36
	5	27-32
	4	24-26
	3	21-23
Ineffective	2	14-20
	1	7-13
	0	1-6

**AMMENDMENT TO ADDENDUM A
 APPR LOCAL MEASURES
 POINT SCALE CONVERSION
 20 POINT SCALE
 STAR RENAISSANCE RECOMMENDED HEDI**

CATEGORY	SCALE POINT	Median Student Growth Percentile
Highly Effective	20	87-99
	19	74-86
	18	61-73
Effective	17	58-60
	16	55-57
	15	53-54
	14	51-52
	13	49-50
	12	47-48
	11	45-46
	10	43-44
	9	41-42
Developing	8	37-40
	7	33-36
	6	30-32
	5	27-29
	4	24-26
	3	21-23
Ineffective	2	14-20
	1	7-13
	0	1-6

**AMMENDMENT TO ADDENDUM A
 APPR LOCAL MEASURES
 POINT SCALE CONVERSION
 20 POINT SCALE
 STAR RENAISSANCE RECOMMENDED
 HEDI**

CATEGORY	SCALE POINT	Median Student Growth percentile
Highly Effective	20	87- 99
	19	74-86
	18	61-73
Effective	17	58-60
	16	55-57
	15	53-54
	14	51-52
	13	49-50
	12	47-48
	11	45-46
	10	43-44
	9	41-42
Developing	8	37-40
	7	33-36
	6	30-32
	5	27-29
	4	24-26
	3	21-23
Ineffective	2	14-20
	1	7-13
	0	1-6

**AMMENDMENT TO ADDENDUM A
 APPR LOCAL MEASURES
 POINT SCALE CONVERSION
 20 POINT SCALE
 Assessments other than
 STAR**

CATEGORY	SCALE POINT	%MEETING TARGET	
Highly Effective	20	88-100	
	19	85-87	
	18	82-84	
Effective	17	79-81	
	16	76-78	
	15	73-75	
	14	70-72	
	13	67-69	
	12	64-66	
	11	61-63	
	10	58-60	
Developing	9	55-57	
	8	54	
	7	53	
	6	52	
	5	51	
Ineffective	4	50	
	3	49	
	2	48	
Ineffective	1	47	
	0	0-46	

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

Signatures, dates

Superintendent Signature: Date:

James A. Calvanis 5-5-14

Teachers Union President Signature: Date:

John E. ... 5/6/14

Administrative Union President Signature: Date:

Ker. Walbridge 5/5/14

Board of Education President Signature: Date:

Roger Lapage 5/5/14

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

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

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

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

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

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

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