



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

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February 27, 2014

**Revised**

Martin D. Cox, Superintendent  
Sodus Central School District  
P.O. Box 220  
Sodus, NY 14551

Dear Superintendent Cox:

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: Scott Bischooping

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, January 22, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 651201060000

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

651201060000

#### 1.2) School District Name: SODUS CSD

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

SODUS CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3<sup>rd</sup> party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms  
**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

NYS will compute student growth scores on the NYS ELA 4 & NYS Math 4 Assessments given in the spring to determine individual teacher and principal growth scores. The HEDI scores of 0-20 for all K-2 teachers will be building wide growth scores that is assigned to Sodus Elementary school. Specifically:

A average growth score of 18-20 will indicate Highly Effective performance

An average growth score of 9-17 will indicate Effective performance.

An average growth score of 3-8 will indicate developing

performance.

An average growth score of 0-2 will indicate ineffective performance.

Grade 3 teachers will utilize prior academic history and baseline assessment data to set growth targets for students, in collaboration with the building principal, to set a class-wide growth goal. HEDI points are determined based on the number of students who meet or exceed the target.

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

A NYS growth score for Sodus Elementary School of 18-20.

For grade 3, see SLO for scoring specifics.

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

A NYS growth score for Sodus Elementary School of 9-17

For grade 3, see SLO for scoring specifics.

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

A NYS growth score for Sodus Elementary School of 3-8

For grade 3, see SLO for scoring specifics.

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

A NYS growth score for Sodus Elementary School of 0-2

For grade 3, see SLO for scoring specifics.

## 2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

NYS will compute student growth scores on the NYS ELA 4 & NYS Math 4 Assessments given in spring to determine individual teacher and principal growth scores. The HEDI scores of 0-20 for all K-2 teachers will be the the building wide growth score that is assigned to Sodus Elementary school. Specifically:

A average growth score of 18-20 will indicate Highly Effective performance

An average growth score of 9-17 will indicate Effective performance.

An average growth score of 3-8 will indicate developing performance.

An average growth score of 0-2 will indicate ineffective performance.

Grade 3 teachers will utilize prior academic history and baseline assessment data to set growth targets for students, in collaboration with the building principal, to set a class-wide growth goal. HEDI points are determined based on the number of students who meet or exceed the target.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A NYS growth score for Sodus Elementary School of 18-20 For grade 3, see SLO for scoring specifics.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A NYS growth score for Sodus Elementary School of 9-17 For grade 3, see SLO for scoring specifics.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A NYS growth score for Sodus Elementary School of 3-8 For grade 3, see SLO for scoring specifics.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A NYS growth score for Sodus Elementary School of 0-2 For grade 3, see SLO for scoring specifics.

## 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	School- or BOCES-wide, group or team results based on State assessments	Grade 5-8 NYS ELA & Math Assessment
7	School- or BOCES-wide, group or team results based on State assessments	Grade 5-8 NYS ELA & Math 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	NYS will compute student growth scores on the NYS ELA 5-8 & NYS Math 5-8 Assessments given in the spring to determine
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

individual teacher and principal growth scores. The HEDI scores of 0-20 for all 6-7 Science teachers will be the the building wide growth score that is assigned Sodus Middle School. Specifically:

A average growth score of 18-20 will indicate Highly Effective performance

An average growth score of 9-17 will indicate Effective performance.

An average growth score of 3-8 will indicate developing performance.

An average growth score of 0-2 will indicate ineffective performance.

Grade 8 Science teacher will utilize prior academic history and baseline assessment data to set growth targets for students, in collaboration with the building principal, to set a class-wide growth goal. HEDI points are determined based on the number of students who meet or exceed the target.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A NYS growth score for Sodus Middle School of 18-20 For grade 8 Science, see SLO for scoring specifics.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A NYS growth score for Sodus Middle School of 9-17 For grade 8 Science, see SLO for scoring specifics.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A NYS growth score for Sodus Middle School of 3-8 For grade 8 Science, see SLO for scoring specifics.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A NYS growth score for Sodus Middle School of 0-2 For grade 8 Science, see SLO for scoring specifics.

## 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	School- or BOCES-wide, group or team results based on State assessments	Grade 5-8 NYS ELA & Math Assessment
7	School- or BOCES-wide, group or team results based on State assessments	Grade 5-8 NYS ELA & Math Assessment
8	School- or BOCES-wide, group or team results based on State assessments	Grade 5-8 NYS ELA & Math 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.	NYS will compute student growth scores on the NYS ELA 5-8 & NYS Math 5-8 Assessments given in the spring to determine individual teacher and principal growth scores. The HEDI scores of 0-20 for all 6-8 social studies teachers will be the the building wide growth score that is assigned to Sodus Middle School. Specifically:  A average growth score of 18-20 will indicate Highly Effective performance  An average growth score of 9-17 will indicate Effective performance.  An average growth score of 3-8 will indicate developing performance.  An average growth score of 0-2 will indicate ineffective performance.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A NYS growth score for Sodus Middle School of 18-20
Effective (9 - 17 points) Results meet District goals for similar students.	A NYS growth score for Sodus Middle School of 9-17
Developing (3 - 8 points) Results are below District goals for similar students.	A NYS growth score for Sodus Middle School of 3-8
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A NYS growth score for Sodus Middle School of 0-2

## 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	School-/BOCES-wide group/team results based on State assessments	Integrated Algebra/Common Core Algebra, Global History, US History, Living Environment and Comprehensive English 11/ Common Core English 11.

	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.	Using prior academic history and baseline measures, teachers will set a minimum rigor expectation for growth of 65 or higher in each area. For Algebra 1 and ELA Regents, students in common core courses will take both NYS Regents assessments and teachers will use the higher of the two assessment scores for each subject area.  For Global I, HEDI scores will be based on the school-wide results of the listed Regents assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded Conversion chart (2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded conversion chart ( 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded conversion chart ( 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded conversion chart ( 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.	Using prior academic history and baseline measures, teachers will set a minimum rigor expectation for growth of 65 or higher in each area. HEDI points will be based on the percentage of students who meet or exceed the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded conversion chart ( 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded conversion chart ( 2.11)

Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded conversion chart ( 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded conversion chart ( 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.	Using prior academic history and baseline measures, teachers will set a minimum rigor expectation for growth of 65 or higher in each area. For Algebra 1, students in common core courses will take both the NYS integrated Algebra and Common Core Algebra Regents assessments. Teachers will use the higher of the two assessment scores. HEDI points will be assigned based on the percentage of students who meet or exceed the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded conversion chart ( 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded conversion chart ( 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded conversion chart ( 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded conversion chart ( 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	School-/BOCES-wide group/team results based on State assessments	NYS Regents- Integrated Algebra, Common Core Algebra, Global History, US History, Living Environment & Comprehensive English 11 & Common Core English
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Regents- Integrated Algebra, Common Core Algebra, Global History, US History, Living Environment & Comprehensive English 11 & Common Core English
Grade 11 ELA	Regents assessment	NYS Comprehensive English 11 & Common Core English Regents assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using prior academic history and baseline measures, teachers will set a minimum rigor expectation for growth of 65 or higher in each area. For Algebra 1 and ELA Regents, students in common core courses will take both Regents assessments and teachers will use the higher of the two assessment scores. HEDI points will be based on the percentage of students who meet or exceed the growth target.  For grade 9 & 10 ELA, HEDI scores will be based on the school-wide results of the listed Regents assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded conversion chart ( 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded conversion chart ( 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded conversion chart ( 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded conversion chart ( 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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All other courses K-4	School/BOCES-wide/group/team results based on State	Grade 4 NYS ELA & Math Assessment
All other courses 5-8	School/BOCES-wide/group/team results based on State	Grade 5-8 NYS ELA & Math Assessment
All other courses 9-12	School/BOCES-wide/group/team results based on State	NYS Regents- Integrated Algebra, Common Core Algebra, Global History, US History, Living Environment & Comprehensive English 11 & Common Core English

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.

NYS will compute student growth scores on the NYS ELA 4 & NYS Math 4 Assessments given in spring to determine individual teacher and principal growth scores. The HEDI scores of 0-20 for all other K-4 teachers will be the the building wide growth score that is assigned to Sodus Elementary school. Specifically:

A average growth score of 18-20 will indicate Highly Effective performance

An average growth score of 9-17 will indicate Effective performance.

An average growth score of 3-8 will indicate developing performance.

An average growth score of 0-2 will indicate ineffective performance.

NYS will compute student growth scores on the NYS ELA 5-8 & NYS Math 5-8 Assessments given in the spring to determine individual teacher and principal growth scores. The HEDI scores of 0-20 for all other 5-8 teachers will be the the building wide growth score that is assigned to Sodus Middle School. Specifically:

A average growth score of 18-20 will indicate Highly Effective performance

An average growth score of 9-17 will indicate Effective performance.

An average growth score of 3-8 will indicate developing performance.

An average growth score of 0-2 will indicate ineffective performance.

For Sodus High School: Using prior academic history and baseline measures, teachers will set a minimum rigor expectation for growth of 65 or higher in each area. For Algebra 1 and ELA Regents, students in common core courses will take both NYS Regents assessments and teachers will use the higher of the two assessment scores for each subject area. HEDI points

will be assigned based on the school-wide percentage of students meeting the growth target on the listed Regents assessments.

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

See uploaded conversion chart ( 2.11)

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

See uploaded conversion chart ( 2.11)

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

See uploaded conversion chart ( 2.11)

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

See uploaded conversion chart ( 2.11)

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/592292-TXEttx9bQW/Attachment 2.11 State 20% revised.doc

## 2.12) Locally Developed Controls

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

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

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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#### Page 1

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

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

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

***One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:***

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Sodus CSD will utilize a school-wide metric for Sodus Elementary School (Grades K-4) and Sodus Middle School (Grades 5-8) that is based on growth on the Measures of Academic Progress in ELA and Math.</p> <p>The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.</p> <p>The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine a 0-20 HEDI scores until the value added measure is implemented. To calculate the 15 point score, the percentage will be divided by 6 2/3. Normal rounding rules apply.</p> <p>All teachers at Sodus Elementary School and Sodus Middle School will receive the HEDI score that is determined for their school building.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>

### 3.2) Grades 4-8 Math

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Sodus CSD will utilize a school-wide metric for Sodus Elementary School (Grades K-4) and Sodus Middle School (Grades 5-8) that is based on growth on the Measures of Academic Progress in ELA and Math.</p> <p>The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.</p> <p>The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine a 0-20 HEDI scores until the value added measure is implemented. To calculate the 15 point score, the percentage will be divided by 6 2/3. Normal rounding rules apply.</p> <p>All teachers at Sodus Elementary School and Sodus Middle School will receive the HEDI score that is determined for their school building.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>

### 3.3) HEDI Tables or Graphics

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

(No response)

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Sodus CSD will utilize a school-wide metric for Sodus Elementary School (Grades K-4) that is based on growth on the Measures of Academic Progress in ELA and Math.</p> <p>The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.</p> <p>The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine HEDI scores. Normal rounding rules apply.</p> <p>All teachers at Sodus Elementary School will receive the HEDI score that is determined for their school building.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.

### 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
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K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
3	6(ii) School-wide measure computed locally	Measures of Academic Progress (ELA, Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Sodus CSD will utilize a school-wide metric for Sodus Elementary School (Grades K-4) that is based on growth on the Measures of Academic Progress in ELA and Math.</p> <p>The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.</p> <p>The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine HEDI scores. Normal rounding rules apply.</p> <p>All teachers at Sodus Elementary School will receive the HEDI score that is determined for their school building.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.

### 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
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6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Sodus CSD will utilize a school-wide metric for Sodus Middle School ( Grades 5-8) that is based on growth on the Measures of Academic Progress in ELA and Math.</p> <p>The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.</p> <p>The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine HEDI scores. Normal rounding rules apply.</p> <p>All teachers at Sodus Middle School will receive the HEDI score that is determined for their school building.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to determine HEDI scores.

### 3.7) Grades 6-8 Social Studies

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

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

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Sodus CSD will utilize a school-wide metric for Sodus Middle School ( Grades 5-8) that is based on growth on the Measures of Academic Progress in ELA and Math.</p> <p>The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.</p> <p>The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine HEDI scores. Normal rounding rules apply.</p> <p>All teachers at Sodus Middle School will receive the HEDI score that is determined for their school building.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to determine HEDI scores.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to determine HEDI scores.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to determine HEDI scores.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to determine HEDI scores.</p>

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics
Global 2	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics

American History	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, comprehensive English 11, Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics
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For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Sodus CSD will utilize a school wide metric based on the achievement of all 9-12 students on the ten Regents exams including: Integrated Algebra/Common Core English, Geometry, Algebra 2/Trig, Comprehensive English 11/Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics.</p> <p>The district will examine the ten Regents exams specified above to determine the percentage of students scoring at the proficiency level of 65 or higher in June. In areas in which a common core exam is being implemented ( Integrated Algebra and Comprehensive English), students taking both tests will have the higher of the 2 scores counted for this calculation.</p> <p>The average percent of students scoring proficient (65 or higher) on the Regents will be averaged. This average percentage will be divided by 5 to determine the HEDI score of 0-20. Normal rounding rules apply.</p> <p>All teachers at Sodus High School will receive this score.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics
Earth Science	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics
Chemistry	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, comprehensive English 11, Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics
Physics	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, comprehensive English 11, Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics

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.	<p>Sodus CSD will utilize a school wide metric based on the achievement of all 9-12 students on the ten Regents exams including: Integrated Algebra/Common Core English, Geometry, Algebra 2/Trig, Comprehensive English 11/Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics.</p> <p>The district will examine the ten Regents exams specified above to determine the percentage of students scoring at the proficiency level of 65 or higher in June. In areas in which a common core exam is being implemented ( Integrated Algebra and Comprehensive English), students taking both tests will have the higher of the 2 scores counted for this calculation.</p> <p>The average percent of students scoring proficient (65 or higher) on the Regents will be averaged. This average percentage will be divided by 5 to determine the HEDI score of 0-20. Normal rounding rules apply.</p> <p>All teachers at Sodus High School will receive this score.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.

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

The formula above will be used to calculate HEDI scores.

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

The formula above will be used to calculate HEDI scores.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, Common Core English Global History, US History, Living Environment, Earth Science, Chemistry and Physics
Geometry	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, Common Core English Global History, US History, Living Environment, Earth Science, Chemistry and Physics
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics

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.

Sodus CSD will utilize a school wide metric based on the achievement of all 9-12 students on the ten Regents exams including: Integrated Algebra/Common Core English, Geometry, Algebra 2/Trig, Comprehensive English 11/Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics.

The district will examine the ten Regents exams specified above to determine the percentage of students scoring at the proficiency level of 65 or higher in June. In areas in which a

common core exam is being implemented ( Integrated Algebra and Comprehensive English), students taking both tests will have the higher of the 2 scores counted for this calculation.

The average percent of students scoring proficient (65 or higher) on the Regents will be averaged. This average percentage will be divided by 5 to determine the HEDI score of 0-20. Normal rounding rules apply.

All teachers at Sodus High School will receive this score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Sodus CSD will utilize a school wide metric based on the achievement of all 9-12 students on the ten Regents exams including: Integrated Algebra/Common Core English, Geometry, Algebra 2/Trig, Comprehensive English 11/Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics.</p> <p>The district will examine the ten Regents exams specified above to determine the percentage of students scoring at the proficiency level of 65 or higher in June. In areas in which a common core exam is being implemented ( Integrated Algebra and Comprehensive English), students taking both tests will have the higher of the 2 scores counted for this calculation.</p> <p>The average percent of students scoring proficient (65 or higher) on the Regents will be averaged. This average percentage will be divided by 5 to determine the HEDI score of 0-20. Normal rounding rules apply.</p> <p>All teachers at Sodus High School will receive this score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The formula above will be used to calculate HEDI scores.</p>

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other courses K-4	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math)
All other courses 5-8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA & Math)
All other courses 9-12	6(ii) School wide measure computed locally	NYS Regents Exams- Integrated Algebra, Common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics

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

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

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

For Sodus Elementary School: we will utilize a school-wide metric for Sodus Elementary School (Grades K-4) that is based on growth on the Measures of Academic Progress in ELA and Math.

The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.

The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine HEDI scores. Normal rounding rules apply.

All teachers at Sodus Elementary School will receive the HEDI score that is determined for their school building.

For Sodus Middle School: we will utilize a school-wide metric for Sodus Middle School (Grades 5-8) that is based on growth on the Measures of Academic Progress in ELA and Math.

The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.

The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine HEDI scores. Normal rounding rules apply.

All teachers at Sodus Middle School will receive the HEDI score that is determined for their school building.

For Sodus High School: we will utilize a school wide metric based on the achievement of all 9-12 students on the ten Regents exams including: Integrated Algebra/Common Core English, Geometry, Algebra 2/Trig, Comprehensive English 11/Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics.

The district will examine the ten Regents exams specified above to determine the percentage of students scoring at the proficiency level of 65 or higher in June. In areas in which a common core exam is being implemented (Integrated Algebra and Comprehensive English), students taking both tests will have the higher of the 2 scores counted for this calculation.

The average percent of students scoring proficient (65 or higher)

on the Regents will be averaged. This average percentage will be divided by 5 to determine the HEDI score of 0-20. Normal rounding rules apply.

All teachers at Sodus High School will receive this score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formula above will be used to calculate HEDI scores.

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.

(No response)

### 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.

Our locally selected measure equally combines all measures into one average score. Normal rounding rules will apply.

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

#### 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	
--	--

Observations by trained in-school peer teachers	
---	--

Feedback from students using State-approved survey tool	
---	--

Feedback from parents/caregivers using State-approved survey tool	
---	--

Structured reviews of lesson plans, student portfolios and other teacher artifacts

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.

Sodus CSD will be scoring all four domains within the Danielson rubric on a 1 to 4 scale. The final domain score will be determined by averaging the highest score obtained for each individual element in that domain across all observations. Domain scores will be averaged to result in an overall rubric score using the uploaded conversion chart. The rubric scores listed are minimum values needed to receive the corresponding HEDI scores.

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

assets/survey-uploads/12179/592294-eka9yMJ855/Attachment 4 Other Measures of Effectiveness- 60%\_1.doc

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.	See uploaded conversion chart-attachment 4
Effective: Overall performance and results meet NYS Teaching Standards.	See uploaded conversion chart-attachment 4
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See uploaded conversion chart-attachment 4
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See uploaded conversion chart-attachment 4

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

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## 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?

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- In Person

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# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, January 28, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/592296-Df0w3Xx5v6/APPENDIX 7-.doc

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### 1. Appeals Procedures

The overall APPR process is designed so that professional conversations between unit members and administrators occur on a regular

basis so that concerns, differences of professional opinion, professional growth, dissemination of evidence, etc. take place. This process provides and encourages collegial support and an “early warning” for all unit members. The purpose of the APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective instructional environment. The appeal procedures shall provide for the timely and expeditious resolution of procedural and/or substantive issues. All tenured and probationary unit members who meet the appeal process criteria identified below may use this appeal process. A unit member may file only one (1) appeal regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the unit member knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

The appeals process shall not apply to any unit member receiving an APPR Composite Score rating of either “effective” or “highly effective.” However, he/she may attach a statement (e.g. evidence, rebuttal) to his/her APPR that will be included in his/her personnel file.

Any unit member receiving an APPR Composite Score rating of either “ineffective” or “developing” may challenge that rating. All unit members are entitled to an Association representative throughout the appeals process. In order to waive this right, it must be in writing.

Any unit member APPR which is the subject of a pending appeal shall not be offered as evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated disciplinary procedure, until the appeal process is concluded.

## 2. Grounds for an Appeal

Probationary unit members may file an appeal challenging the APPR Composite Score based upon one or more of the following grounds:

a. The APPR and/or contractual observation/evaluation process

Tenured unit members may file an appeal challenging the APPR Composite Score based upon one or more of the following grounds:

a. The APPR and/or contractual observation / evaluation process

b. The substance of the Annual Professional Performance Review

c. The outcome of a Teacher Improvement Plan (TIP) or a Professional Development Plan (PDP)

## 3. Procedural Appeals

Procedural appeals shall include:

a. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;

b. The district’s failure to comply with either the applicable regulations of the Commissioner of Education or locally negotiated procedures;

c. The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

## 4. Substantive Appeals

Substantive appeals may be filed by a tenured unit member where he/she disagrees with the lead evaluator’s Composite Score for the Other Measures of Teacher Effectiveness (60 points). Said appeals must be based upon actual evidence, which can include observations, that was provided to the lead evaluator during the prior school year.

## 5. Appeals Notification

In order to be timely, the notification of the appeal shall be filed, in writing, within ten (10) school days after the unit member has received his/her APPR Composite Score rating. Notification of the appeal by the unit member shall be provided to the Superintendent of Schools (or his/her designee) and the Association president (or his/her designee).

## 6. Appeals Resolution Process

### Procedural Appeals

#### Conference with the Superintendent

The appeal conference shall be a formal meeting (within 10 school days of the written notification), wherein the superintendent (or designee) and the unit member and Association representative (if not waived) discuss the evaluation procedures and the areas of dispute. The unit member will be encouraged to provide any and all evidence relevant to the appeal. The Superintendent shall consider the evidence, perform any investigation, and render his/her written decision to the unit member and Association president within ten (10) school days after the conference. The superintendent’s decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process was not followed. If determined that the process was not followed, the unit member may seek a further appeal.

If the superintendent affirms the unit member’s appeal, his/her APPR Composite Score shall be recalculated taking into account the corrected evaluation (e.g. recalculate average score if an observation was missing). If the superintendent rejects the unit member’s appeal, the original APPR Composite Score will be affirmed.

## Substantive Appeals

### Conference with the APPR Appeals Panel

A three-member APPR Appeals Panel composed of the superintendent (or designee), another district administrator (APPR certified) who has not evaluated the appealing unit member, and the Association president (or designee if he/she is in the appealing unit member's same subject area and/or grade level) shall hear all substantive appeals.

The appeal conference shall be a meeting (within 10 school days of written notification), wherein the APPR Appeals Panel and the unit member and Association representative (if not waived) discuss the substance of the APPR evaluation and the areas of dispute. The unit member will be required to provide any and all relevant evidence to the panel at least five (5) days in advance of the meeting. The panel shall consider the evidence, perform any investigation, and render their written decision to the teacher and Association president within ten (10) school days after the conference. The panel's decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process has not been followed. If determined that the process was not followed, the unit member may seek a further appeal.

If the panel affirms the teacher's appeal, the panel shall determine and direct the appropriate remedy. For example, if evidence is provided that results in a change of a unit member's Other Measures of Teacher Effectiveness Subcomponent Score (60 points), then this score would be amended as would the APPR Composite Score. If the panel rejects the unit member's appeal, the original APPR Composite Score will be affirmed.

Any mutually agreed upon extensions will be timely and expeditious.

The APPR Appeals Form (Appendix 7 of this agreement) shall be used to codify and track all appeals.

### APPR – Appeal Notification Form

Teacher: Evaluation Year: File Date:

Notification of the appeal by the teacher must be provided to the Superintendent of Schools (or his/her designee) and the Association President (or his/her designee) within ten (10) school days after the teacher has received his/her APPR Composite Score rating.

The appealing teacher should complete the following. All evidence must be submitted at least five (5) school days prior to the appeal's conference.

1. Teacher's APPR Composite Score:
2. Type of Appeal: Procedural or Substantive (circle all that apply)
3. Basis of Appeal (include any evidence, observation, explanations necessary):

Attach additional documentation as needed.

The Superintendent or Appeals Committee should complete the following:

1. Appeal Conference Location, Date and Time:
2. Appeal Decision: Affirmed/Denied (circle one)
3. Appeal Decision w/Teacher's APPR Composite Score:

Attach additional documentation as needed.

Copies of this document must be forwarded to the teacher, personnel file, Superintendent, and President.

## 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 superintendent will ensure that all evaluators have been trained and certified in accordance with regulation and to ensure inter-rater reliability over time. The district will utilize both BOCES Evaluator training as well as locally provided training through our Network team. Evaluator training will focus on these nine components:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related function;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of 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's 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. 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
9. Specific considerations in evaluating teachers or principals of English language learners and student with disabilities.

The superintendent will ensure lead evaluators participate in training each year in order to be re-certified on a yearly basis.

Training will consist of 6 days of APPR training and the completion of the Teachscape Proficiency Module. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within a period of up to 90 calendar days of the beginning of each subsequent school year for newly hired staff. The district will provide a list of administrators who have been certified by the Board of Education in September of each year.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Monday, February 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):

5-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS ELA/Math Tests ( grades 3 & 4)

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.	<p>Grade 3: we will utilize prior academic history and baseline assessment data to set growth targets for students, in collaboration with the building principal, to set a grade level growth goal. The superintendent will approve growth targets. The percentage of students who meet or exceed the target will be divided by 5 to determine the HEDI score. Normal rounding rules will apply.</p> <p>Grade 4: the principal will use the NYS provided growth score.</p> <p>The state provided growth score for grade 4 will be weighted proportionately with the HEDI score for the grade 3 SLO based on the number of students covered under each measure. Normal rounding rules apply.</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The formulas listed above will be used to calculate HEDI scores.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The formulas listed above will be used to calculate HEDI scores.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The formulas listed above will be used to calculate HEDI scores.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The formulas listed above will be used to calculate HEDI scores.

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.

None

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 21, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress ( ELA,Math)
9-12	(d) measures used by district for teacher evaluation	NYS Regents Tests ( Integrated Algebra, common Core Algebra, Geometry, Algebra 2/Trig, Comprehensive English 11, Common Core English,Global History, US History, Living Environment, Earth Science, Chemistry & Physics)

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Sodus Middle School ( Grades 5-8) that is based on growth on the Measures of Academic Progress in ELA and Math.</p> <p>The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.</p> <p>The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine a 0-20 HEDI scores until the value added measure is implemented. To calculate the 15 point score, the percentage will be divided by 6 2/3. Normal rounding rules apply.</p> <p>The principal at Sodus Middle School will receive the HEDI score that is determined for their school building.</p>
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For Sodus High School: we will utilize a school wide metric based on the achievement of all 9-12 students on the ten Regents exams including: Integrated Algebra/Common Core English, Geometry, Algebra 2/Trig, Comprehensive English 11/Common Core English, Global History, US History, Living Environment, Earth Science, Chemistry and Physics.

The district will examine the ten Regents exams specified above to determine the percentage of students scoring at the proficiency level of 65 or higher in June. In areas in which a common core exam is being implemented ( Integrated Algebra and Comprehensive English), students taking both tests will have the higher of the 2 scores counted for this calculation.

The average percent of students scoring proficient (65 or higher) on the Regents. This percentage will be divided by 5 to determine a 0-20 HEDI score. To calculate the 15 point score the percentage will be divided by 6 2/3. Normal rounding rules apply.

The principal at Sodus High School will receive the HEDI score that is determined for their school building.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formulas listed above will be used to calculate HEDI scores.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formulas listed above will be used to calculate HEDI scores.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formulas listed above will be used to calculate HEDI scores.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The formulas listed above will be used to calculate HEDI scores.

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.

(No response)

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

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

***Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you***

are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	Measures of Academic progress (ELA, Math)
K-4	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)

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	Sodus CSD will utilize a school-wide metric for Sodus Elementary School (Grades K-4) that is based on growth on the
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below.

### Measures of Academic Progress in ELA and Math.

The district will use fall MAPS scores as a benchmark of student achievement in ELA and Math.

The district will use the spring MAPS test data to determine student growth from fall to spring. Growth will be determined by the change in RIT scores. The percentage of students meeting individual growth goals will be determined. This percentage will be divided by 5 to determine HEDI scores. Normal rounding rules apply.

The principal at Sodus Elementary School will receive the HEDI score that is determined for their school building.

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

The formula listed above will be used to calculate HEDI scores.

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

The formula listed above will be used to calculate HEDI scores.

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

The formula listed above will be used to calculate HEDI scores.

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

The formula listed above will be used to calculate HEDI scores.

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.

None

### 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.

Our locally selected measure equally combines all HEDI scores for each measure into one average score. Normal rounding rules apply.

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(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)
NYC School Survey-2012 Teacher 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.

Principals will be assigned a raw score of 0 to 60 based on the observations, school visits and evaluations conducted using the MPPR. In order to determine the score (0 to 60) each of the 6 domains will be weighted equally (10 points/each). Using the evidence gathered, the sub-components scored within each domain will be scored holistically to determine a 0-10 domain score. Based upon the preponderance of the evidence and multiple school visits, each domain will be scored and added together to arrive at the 0-60 HEDI score. A rubric element that is Highly effective is worth 10 points, Effective is worth 7 points, Developing is worth 4 points and Ineffective is worth 0 points. Once all six domains have been scored they will be added together resulting in an overall rubric score of 0 to 60 which will then be converted to a 0 to 60 HEDI score using Attachment A below.

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

[assets/survey-uploads/12205/592299-pMADJ4gk6R/Attachment A- Other measures of effectiveness-revised 2-26-14.doc](#)

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

Highly Effective: Overall performance and results exceed standards.	59-60 points
Effective: Overall performance and results meet standards.	57-58 points
Developing: Overall performance and results need improvement in order to meet standards.	50-56 points
Ineffective: Overall performance and results do not meet standards.	0-49 points

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, February 21, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/592301-Df0w3Xx5v6/APPENDIX D LIP2.doc](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

## APPEALS PROCEDURES

Only a building principal may challenge their annual professional performance review pursuant to section 3012-c of the Education Law.

- (1) A non-tenured principal who receives an overall rating of “ineffective” may appeal his or her performance review. Ratings of “developing”, “effective” or “highly effective” can not be appealed.
- A tenured principal who receives an overall rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed.
- (2) A principal cannot trigger the appeal process prior to the receipt of their composite effectiveness score and rating from the district.
- (3) A principal may appeal only the substance of his or her performance review, the school district’s adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
- (4) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (5) Appeals concerning a principal’s performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the principal receives his/her performance review. The date of receipt of the performance review will be documented by the date of the principal and lead evaluator conference. The written appeal will be date stamped by the District Office secretary upon receipt. The District Office secretary will send an email to the principal confirming the date of receipt. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal’s right to appeal that performance review.
- (6) A principal wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. The Superintendent may submit such written response and other evidence to the appeal as he/she deems appropriate within ten (10) calendar days of receipt of the written appeal.
- (7) Appeals by a non-tenured principal or by a tenured principal who has received an overall rating of “highly effective” or “effective” in the prior school year shall be determined by a reviewer pursuant to paragraph “A” below. Appeals by a tenured principal who has received an overall rating of “ineffective” or “developing” in the prior school year shall be determined by an independent appeal officer pursuant to paragraph “B”.
- A. Within ten (10) school days of the receipt of the written appeal, the Superintendent shall appoint a reviewer to evaluate the appeal, who may be an employee of the District. Any cost associated with the appointment of a reviewer will be equally shared between the District and SAA.
  1. The reviewer shall perform any investigation he/she deems necessary, consider the evidence and issue a written decision to the Superintendent and the Principal on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.
  2. The decision of the reviewer shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the reviewer shall not be subject to any further appeal.
  3. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the reviewer. This performance review may not be reviewed or appealed under this procedure.
- B. Within ten (10) school days of the receipt of the written appeal and after consultation with the SAA the Superintendent and the SAA Leadership will agree upon an independent appeal officer to evaluate the appeal. Any cost associated with the appointment of an independent appeal officer will be equally shared between the District and SAA.
  1. The independent appeal officer shall not be an employee of the District and shall be a current administrator holding NY certification to act as a district-wide administrator or a retired administrator who has received NYS certification to act as a district-wide administrator.
  2. The independent appeal officer shall perform any investigation he/she deems necessary, consider the evidence and issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.
  3. The decision of the independent appeal officer shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the appeals officer shall not be subject to any further appeal.
  4. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the independent appeals officer. This performance review may not be reviewed or appealed under this procedure.
- (8) Under this appeals process the principal has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.
- (9) The principal’s failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.
- (10) The district reserves the right to deny tenure or terminate a probationary principal during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the principal’s performance that is the subject of the appeal. If the determination to award or deny tenure is contingent on the subject of the appeal, then the decision to award or deny tenure will be made at the conclusion of the appeal process and tenure will not be awarded by estoppel if the appeal process goes beyond the probationary period.
- (11) The parties further agree to add a new Section to the Grievance Procedure of the Collective Bargaining Agreement stating as follows:

“Nothing regarding the APPR language or APPR Appeal Procedure shall be grievable under this Article. The Association and District intend and agree that any and all matters pertaining to the APPR process shall not be subject to the contractual grievance/arbitration procedure

## 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.

All lead evaluators in the district responsible for evaluator training through WFL BOCES or other approved NYS Training Program for lead evaluators. All evaluators in the district are trained as lead evaluators. This included 4 days of training on topics including: Practice Rubric, Evidence Collection, Locally Selected Measures, State Growth Measures and Approved NYS 3rd Party Assessments, Value Added Model, Principal Improvement Plans, Principal Appeals Procedures, Use of the NYS Data System, Scoring Procedures and Composite Scoring and Special Considerations for SWD and ELL learners. Training will address all of the elements in 30-2.9 (b).

The District will ensure the training and certification of its lead evaluators for administrators, in accordance with the requirements prescribed in the commissioner's regulations. The District will further ensure that lead evaluators maintain inter-rater reliability over time and that they are certified/recertified on an annual basis by the Board of Education.

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/592302-3Uqgn5g9Iu/APPR Signatures 2-27-14.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

**Attachment 2.11 New York State Growth (20%)**

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	<b>APPR Points</b>	<b>Conversion</b>
<p align="center"><b>% of students meeting growth targets</b></p> <p align="center"><b>Average /5 = Conversion score</b></p>	<b>20</b>	<b>Highly Effective</b>
	<b>19</b>	
	<b>18</b>	
	<b>17</b>	<b>Effective</b>
	<b>16</b>	
	<b>15</b>	
	<b>14</b>	
	<b>13</b>	
	<b>12</b>	
	<b>11</b>	
	<b>10</b>	<b>Developing</b>
	<b>9</b>	
	<b>8</b>	
	<b>7</b>	
	<b>6</b>	
	<b>5</b>	
	<b>4</b>	
	<b>3</b>	<b>Ineffective</b>
	<b>2</b>	
<b>1</b>		
	<b>0</b>	

Note: Normal rounding rules apply. In no event will a teacher's HEDI category change as result of rounding.

### Conversion Chart - 25 point to 20 point HEDI Score

Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
	11	10
	10	9
Developing	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

Note: Normal rounding rules apply. In no event will a teacher's HEDI category change as result of rounding.

**Attachment 4.5**

**Rubrics to Sub-Component Conversion Chart**

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

1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
	<b>Developing 50 – 56</b>	
1.5		50
1.6		50
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
	<b>Effective 57 – 58</b>	
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
	<b>Highly Effective</b>	
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

## Teacher Improvement Plan

Teacher: \_\_\_\_\_ Evaluation Year: \_\_\_\_\_ Issue Date: \_\_\_\_\_

A Teacher Improvement Plan must be provided to a teacher within 10 days after the start of the school year based on an Annual Teacher Evaluation Composite Score of “Developing” or Ineffective.” TIPS are not disciplinary and must be cooperatively developed between the building principal and the identified teacher. He/She may involve an Association representative if requested.

Elements to be addressed (No more than three)	Critical Attributes (Select relevant attributes from Level 3)	District Supports	Teacher Responsibilities	Timeline for Completion	Success Indicators Specify Frequency and Mastery Levels (i.e. 70% in 3 of 3 obs.)	Document Evidence of Improvement Made

**Appendix A: Conversion Chart**

Rubric	HEDI	HEDI Descriptor
60	60	H
59	60	H
58	60	H
57	60	H
56	60	H
55	59	H
54	59	H
53	59	H
52	59	H
51	59	H
50	58	E
49	58	E
48	58	E
47	58	E
46	58	E
45	58	E
44	57	E
43	57	E
42	57	E
41	57	E
40	57	E
39	57	E
38	56	D
37	56	D
36	55	D
35	55	D
34	54	D
33	54	D
32	53	D
31	53	D

Rubric	HEDI	HEDI Descriptor
30	52	D
29	52	D
28	51	D
27	51	D
26	51	D
25	50	D
24	50	D
23	49	I
22	48	I
21	47	I
20	46	I
19	45	I
18	44	I
17	42	I
16	40	I
15	38	I
14	36	I
13	34	I
12	32	I
11	30	I
10	28	I
9	26	I
8	24	I
7	22	I
6	19	I
5	16	I
4	14	I
3	11	I
2	7	I
1	3	I
0	0	I

## Leadership Improvement Plan

Principal: \_\_\_\_\_ Evaluation Year: \_\_\_\_\_ Issue Date: \_\_\_\_\_

A Leadership Improvement Plan must commence 10 days after the start of the succeeding school year or within ten (10) days after the principal has received an Annual Principal Evaluation Composite Score of “Developing” or Ineffective.”

LIPS are not disciplinary and must be cooperatively developed between the superintendent and the identified principal. He/She may involve an Association representative if requested.

Elements to be addressed (No more than three)	Critical Attributes (Select relevant attributes from Level 3)	District Supports	Principal Responsibilities	Timeline for Completion	Success Indicators Specify Frequency and Mastery Levels (i.e. 70% in 3 of 3 obs.)	Document Evidence of Improvement Made

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

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

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date:

*Mark D. Cox* 2-27-14

Teachers Union President Signature: Date:

*Brenda E. Wren* 2/27/14

Administrative Union President Signature: Date:

*G. White* 2/27/14

Board of Education President Signature: Date:

*Liam Shaw* 2/27/14