



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

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Acting Commissioner of Education  
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May 29, 2015

**Revised**

Mike Crumb, Superintendent  
Spencerport Central School District  
71 Lyell Avenue  
Spencerport, NY 14559

Dear Superintendent Crumb:

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,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: Jo Anne Antonacci

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, July 28, 2014

## 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 : 261001060000

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

261001060000

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

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

SPENCERPORT 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 districts, BOCES, or charter schools that did not have an approved APPR plan in the previous school year, 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 previous 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: 04/30/2013

Last updated: 05/21/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
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: grade 8 Science, 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	All NYS assessments for grades 3-5
1	School-or BOCES-wide, group or team results based on State assessments	All NYS assessments for grades 3-5
2	School-or BOCES-wide, group or team results based on State assessments	All NYS assessments for grades 3-5

	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.	<p>For each K-2 teacher; using prior academic history, the district will set a minimum rigor expectation for growth for students to score a 3 or higher on the listed assessments. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students school-wide reaching the target on the listed assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.</p> <p>For each 3rd grade teacher; using prior academic history, the district will set a minimum rigor expectation for growth. The expectation for general education students will be to score a 3 or higher on the 3rd grade assessments. The expectation for students with disabilities (SWD) or English Language Learner (ELL) students will be to score a 2 or higher on the 3rd grade assessments. For each 3rd grade teacher, the percentage of general education students and the percentage of SWD and ELL students meeting the targets will be weighted proportionally based on the total number of students and combined to result in the percentage of students meeting the target. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students reaching the target on the 3rd grade assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	126% or more of the students met or exceeded the minimum rigor expectation for growth
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75% to 125% of the students met or exceeded the minimum rigor expectation for growth
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50% to 74% of the students met or exceeded the minimum rigor expectation for growth
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 50% of the students met or exceeded the minimum rigor expectation for growth

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	All NYS assessments for grades 3-5
1	School-or BOCES-wide, group or team results based on State assessments	All NYS assessments for grades 3-5
2	School-or BOCES-wide, group or team results based on State assessments	All NYS assessments for grades 3-5

	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For each K-2 teacher; using prior academic history, the district will set a minimum rigor expectation for growth for students to score a 3 or higher on the listed assessments. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students school-wide reaching the target on the listed assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.</p> <p>For each 3rd grade teacher; using prior academic history, the district will set a minimum rigor expectation for growth. The expectation for general education students will be to score a 3 or higher on the 3rd grade assessments. The expectation for students with disabilities (SWD) or English Language Learner (ELL) students will be to score a 2 or higher on the 3rd grade assessments. For each 3rd grade teacher, the percentage of general education students and the percentage of SWD and ELL students meeting the targets will be weighted proportionally based on the total number of students and combined to result in the percentage of students meeting the target. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students reaching the target on the 3rd grade assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>126% or more of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>75% to 125% of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>50% to 74% of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Less than 50% of the students met or exceeded the minimum rigor expectation for growth</p>

## 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	NYS assessments for grades 6-8 and the NYS Regents examinations for Earth Science and Common Core Algebra
7	School- or BOCES-wide, group or team results based on State assessments	NYS assessments for grades 6-8 and the NYS Regents examinations for Earth Science and Common Core Algebra

	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For each 6-7 science teacher; using prior academic history, the district will set a minimum rigor expectation for growth for students to score a 3 or higher on the 6-8 assessments and 65 or higher on the Earth Science and Common Core Algebra Regents examinations. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students school-wide reaching the target on the listed assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.</p> <p>For each 8th grade science teacher; using prior academic history, the district will set a minimum rigor expectation for growth. The expectation for general education students will be to score a 3 or higher on the 8th grade science assessment. The expectation for students with disabilities (SWD) or English Language Learner (ELL) students will be to score a 2 or higher on the 8th grade science assessment. For each 8th grade science teacher, the percentage of general education students and the percentage of SWD and ELL students meeting the targets will be weighted proportionally based on the total number of students and combined to result in the percentage of students meeting the target. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students reaching the target on the 8th grade science assessment will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>126% or more of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>75% to 125% of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>50% to 74% of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Less than 50% of the students met or exceeded the minimum rigor expectation for growth</p>

## 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	NYS assessments for grades 6-8 and the NYS Regents examinations for Earth Science and Common Core Algebra
7	School- or BOCES-wide, group or team results based on State assessments	NYS assessments for grades 6-8 and the NYS Regents examinations for Earth Science and Common Core Algebra
8	School- or BOCES-wide, group or team results based on State assessments	NYS assessments for grades 6-8 and the NYS Regents examinations for Earth Science and Common Core Algebra

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For each 6-8 social studies teacher; using prior academic history, the district will set a minimum rigor expectation for growth for students to score a 3 or higher on the 6-8 assessments and 65 or higher on the Earth Science and Common Core Algebra Regents examinations. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students school-wide reaching the target on the listed assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	126% or more of the students met or exceeded the minimum rigor expectation for growth
Effective (9 - 17 points) Results meet District goals for similar students.	75% to 125% of the students met or exceeded the minimum rigor expectation for growth
Developing (3 - 8 points) Results are below District goals for similar students.	50% to 74% of the students met or exceeded the minimum rigor expectation for growth
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 50% of the students met or exceeded the minimum rigor expectation for growth

## 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	All NYS Regents examinations for 9-12

	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For each Global I teacher; using prior academic history, the district will set a minimum rigor expectation for growth for students to score a 65 or higher on the Regents examinations. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students school-wide reaching the target on the listed assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20. In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.</p> <p>For each Global 2 and American History teacher; using prior academic history, the district will set a minimum rigor expectation for growth. The expectation for general education students will be to score a 65 or higher on the NYS Regents examination. The expectation for students with disabilities (SWD) or English Language Learner (ELL) students will be to score a 55 or higher on the NYS Regents examination. For each Global 2 and American History teacher, the percentage of general education students and the percentage of SWD and ELL students meeting the targets will be weighted proportionally based on the total number of students and combined to result in the percentage of student meeting the target. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students reaching the target on the NYS Regents examination will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>126% or more of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>75% to 125% of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>50% to 74% of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Less than 50% of the students met or exceeded the minimum rigor expectation for growth</p>

## 2.7) High School Science Regents Courses

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

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

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

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For each Earth Science, Living Environment, Chemistry and Physics teacher; using prior academic history, the district will set a minimum rigor expectation for growth. The expectation for general education students will be to score a 65 or higher on the NYS Regents examination. The expectation for students with disabilities (SWD) or English Language Learner (ELL) students will be to score a 55 or higher on the NYS Regents examination. For each Earth Science, Living Environment, Chemistry and Physics teacher, the percentage of general education students and the percentage of SWD and ELL students meeting the targets will be weighted proportionally based on the total number of students and combined to result in the percentage of students meeting the target. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students reaching the target on the NYS Regents examination will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	126% or more of the students met or exceeded the minimum rigor expectation for growth
Effective (9 - 17 points) Results meet District goals for similar students.	75% to 125% of the students met or exceeded the minimum rigor expectation for growth
Developing (3 - 8 points) Results are below District goals for similar students.	50% to 74% of the students met or exceeded the minimum rigor expectation for growth
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 50% of the students met or exceeded the minimum rigor expectation for growth

## 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 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, 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.	<p>For each Algebra 1, Geometry and Algebra 2 teacher; using prior academic history, the district will set a minimum rigor expectation for growth. The expectation for general education students will be to score a 65 or higher on the NYS Regents examination. The expectation for students with disabilities (SWD) or English Language Learner (ELL) students will be to score a 55 or higher on the NYS Regents examination. For each Algebra 1, Geometry and Algebra 2 teacher, the percentage of general education students and the percentage of SWD and ELL students meeting the targets will be weighted proportionally based on the total number of students and combined to result in the percentage of students meeting the target. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students reaching the target on the NYS Regents examination will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.</p> <p>In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry Regents will be utilized. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry Regents assessment will be administered.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	126% or more of the students met or exceeded the minimum rigor expectation for growth
Effective (9 - 17 points) Results meet District goals for similar students.	75% to 125% of the students met or exceeded the minimum rigor expectation for growth
Developing (3 - 8 points) Results are below District goals for similar students.	50% to 74% of the students met or exceeded the minimum rigor expectation for growth
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 50% of the students met or exceeded the minimum rigor expectation for growth

## 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	All NYS Regents examinations for 9-12
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	All NYS Regents examinations for 9-12
Grade 11 ELA	Regents assessment	ELA 11 Regents Assessment

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, 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 2.11, below.</p>	<p>For each Grade 9 and 10 ELA teacher; using prior academic history, the district will set a minimum rigor expectation for growth for students to score a 65 or higher on the Regents examinations (see section 2.10). In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students school-wide reaching the target on the listed assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20. In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.</p> <p>For each ELA 11 teacher; using prior academic history, the district will set a minimum rigor expectation for growth. The expectation for general education students will be to score a 65 or higher on the NYS Regents examination. The expectation for students with disabilities (SWD) or English Language Learner (ELL) students will be to score a 55 or higher on the NYS Regents examination. For each ELA 11 teacher, the percentage of general education students and the percentage of SWD and ELL students meeting the targets will be weighted proportionally based on the total number of students and combined to result in the percentage of students meeting the target. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students reaching the target on the NYS Regents examination will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20. In the 2014-15 school year, the 2005 Standards and Common Core ELA Regents will be utilized. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core ELA Regents assessment will be administered.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>126% or more of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>75% to 125% of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>50% to 74% of the students met or exceeded the minimum rigor expectation for growth</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Less than 50% of the students met or exceeded the minimum rigor expectation for growth</p>

**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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
	All other K-5 courses	School/BOCES-wide/group/team results based on State	All NYS assessments for grades 3-5



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

Grades K-5: using prior academic history, the district will set a minimum rigor expectation for growth for students to score a 3 or higher on the listed assessments. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students school-wide reaching the target on the listed assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.

Grades 6-8: using prior academic history, the district will set a minimum rigor expectation for growth for students to score a 3 or higher on the 6-8 assessments and 65 or higher on the NYS Regents examinations for Earth Science and Common Core Algebra. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students school-wide reaching the target on the listed assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.

Grades 4-8 ELA and Math teachers not receiving a State-provided growth score: using prior academic history, the district will set a minimum rigor expectation for growth. The expectation for general education students will be to score a 3 or higher on the NYS 4-8 ELA and Math assessments. The expectation for students with disabilities (SWD) or English Language Learner (ELL) students will be to score a 2 or higher on the NYS 4-8 ELA and Math assessments. For each 4-8 ELA and Math teacher, the percentage of general education students and the percentage of SWD and ELL students meeting the targets will be weighted proportionally based on the total number of students and combined to result in the percentage of students meeting the target. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students reaching the target on the NYS 4-8 ELA and Math assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.

Grades 9-12: using prior academic history, the district will set a minimum rigor expectation for growth for students to score a 65 or higher on the Regents examinations (see below). In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students school-wide reaching the target on the listed assessments will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20.

In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.

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

126% or more of the students met or exceeded the minimum rigor expectation for growth

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

75% to 125% of the students met or exceeded the minimum rigor expectation for growth

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

50% to 74% of the students met or exceeded the minimum rigor expectation for growth

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

Less than 50% of the students met or exceeded the minimum rigor expectation for growth

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/1480147-TXEttx9bQW/Table%202%2011%20r315.pdf>

## 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 03/17/2015

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For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

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

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

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

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**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	All NYS 3-5 assessments
5	6(ii) School wide measure computed locally	All NYS 3-5 assessments
6	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra
7	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra
8	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra

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

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

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

Every 4-5 teacher receiving a state provided growth score will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 3-5 ELA and Math and grade 4 Science and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same assessments and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.

Every 6-8 teacher receiving a state provided growth score will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 6-8 ELA and Math and grade 8 Science and 65 or higher on administered Regents examinations and divide by the average percentage of the students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same 6-8 assessments and 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.

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

116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

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

75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

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

50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
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**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	All NYS 3-5 assessments
5	6(ii) School wide measure computed locally	All NYS 3-5 assessments
6	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra
7	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra
8	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra

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

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

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

Every 4-5 teacher receiving a state provided growth score will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 3-5 ELA and Math and grade 4 Science and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same assessments and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.

Every 6-8 teacher receiving a state provided growth score will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 6-8 ELA and Math and grade 8 Science and 65 or higher on administered Regents examinations and divide by the average of the students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same 6-8 assessments and 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.

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

116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

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

75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

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

50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

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

Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

### 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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1480148-rhJdBgDruP/Table 3.3 Spencerport 14-15.docx>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All NYS 3-5 assessments
1	6(ii) School-wide measure computed locally	All NYS 3-5 assessments
2	6(ii) School-wide measure computed locally	All NYS 3-5 assessments
3	6(ii) School-wide measure computed locally	All NYS 3-5 assessments

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.	Every K-3 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 3-5 ELA and Math and grade 4 Science and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same assessments and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All NYS 3-5 assessments

1	6(ii) School-wide measure computed locally	All NYS 3-5 assessments
2	6(ii) School-wide measure computed locally	All NYS 3-5 assessments
3	6(ii) School-wide measure computed locally	All NYS 3-5 assessments

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.	Every K-3 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 3-5 ELA and Math and grade 4 Science and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same assessments and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	116% or higher achievement on the state assessments when using the Spencerport average and dividing it by the average of the other Monroe #2 BOCES school districts.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra
7	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra
8	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra

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.	Every 6-8 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 6-8 ELA and Math and grade 8 Science and 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same 6-8 assessments and 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

### 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	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra
7	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra
8	6(ii) School wide measure computed locally	All NYS 6-8 assessments and NYS Regents examinations for Earth Science and Common Core Algebra

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every 6-8 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 6-8 ELA and Math and grade 8 Science and 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same 6-8 assessments and 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

### 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	All NYS Regents Examinations for 9-12
Global 2	6(ii) School wide measure computed locally	All NYS Regents Examinations for 9-12

American History	6(ii) School wide measure computed locally	All NYS Regents Examinations for 9-12
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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.*

<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>Every 9-12 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.</p> <p>In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.</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>116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
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**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	All NYS Regents Examinations for 9-12
Earth Science	6(ii) School wide measure computed locally	All NYS Regents Examinations for 9-12
Chemistry	6(ii) School wide measure computed locally	All NYS Regents Examinations for 9-12
Physics	6(ii) School wide measure computed locally	All NYS Regents Examinations for 9-12

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.

Every 9-12 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.

In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.

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

116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

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

75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

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

50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

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

Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

### 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	All NYS Regents Examinations for 9-12
Geometry	6(ii) School wide measure computed locally	All NYS Regents Examinations for 9-12
Algebra 2	6(ii) School wide measure computed locally	All NYS Regents Examinations for 9-12

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, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, 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>Every 9-12 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.</p> <p>In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

### 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	All NYS Regents Examinations for 9-12
Grade 10 ELA	6(ii) School wide measure computed locally	All NYS Regents Examinations for 9-12
Grade 11 ELA	6(ii) School wide measure computed locally	All NYS Regents Examinations for 9-12

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 in addition to the Common Core English Regents, or just the latter, 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>Every 9-12 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.</p> <p>In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.</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>116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-



same assessments and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.

Every 6-8 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 6-8 ELA and Math and grade 8 Science and 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same 6-8 assessments and 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.

Every 9-12 teacher will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.

In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.

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

116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1480148-y92vNseFa4/Table 3 13 Spencerport 14-15.docx>

### 3.14) Locally Developed Controls

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

NA

### 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.

### 3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, March 09, 2015

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	NYSUT Teacher Practice Rubric
Second Rubric, if applicable	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]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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.

Throughout the observation process (both unannounced and announced), teachers will receive a rating following the HEDI criteria for teaching standards 1 through 5. Each of these standards will be weighted equally. This process will account for 31 of the 60 points allocated for teacher effectiveness through multiple observations. The remaining 29 points will be determined through the annual evaluation process where non-tenured teachers will be required to produce evidence of each of the seven teaching standards and tenured teachers will be required to produce evidence for teaching standards 6 and 7. During the annual evaluation process, non-tenured teachers will receive a HEDI rating for each of the seven teaching standards and tenured teachers will receive a HEDI rating for teaching standards 6 and 7. Each of these standards will be weighted equally. This process will account for 29 of the 60 points allocated for teacher effectiveness. The NYSUT Teacher Practice rubric will be used when determining a HEDI rating throughout this entire process.

In order to develop a HEDI teacher effectiveness score, a single numeric score for each of the seven teaching standards will be provided after all observations have been completed. A HEDI rating will be applied to each standard and then converted to an overall

teacher effectiveness score. The district and teachers association has agreed to the following point allocation for each HEDI rating; Highly Effective = 4 points, Effective = 3 points, Developing = 2 points and Ineffective = 1 point. The awarded points for the holistic ratings for teaching standards 1 - 5, will be averaged for the observation process. Using the conversion chart on Table 4.5, the average points between 1.0 and 4.0 will be converted and multiplied by 31/60th (approximately 0.5167). The awarded points for the holistic ratings for teaching standards 1 - 7 will be averaged for the evidence portion for non-tenured teachers and the awarded points for the holistic ratings for teaching standards 6 and 7 will be averaged for the evidence portion for tenured teachers. Using the conversion chart on Table 4.5, the average points between 1.0 and 4.0 will be converted and multiplied by 29/60th (approximately 0.4833). The observation and evidence scores will be added together for a final rating out of 60 points.

Standard rounding conventions will be applied.

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/12179/1480149-eka9yMJ855/Table 4.5 SCSD.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.	A rating of Highly Effective is achieved by earning 59 - 60 points equaling a rubric score of 3.5 to 4.0 across the seven teaching standards of the NYSUT Teacher Practice rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of Effective is achieved by earning 57 - 58 points equaling a rubric score of 2.5 to 3.4 across the seven teaching standards of the NYSUT Teacher Practice rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of Developing is achieved by earning 50 - 56 points equaling a rubric score of 1.5 to 2.4 across the seven teaching standards of the NYSUT Teacher Practice rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of Ineffective is achieved by earning 0 - 49 points equaling a rubric score of 1.0 to 1.4 across the seven teaching standards of the NYSUT Teacher Practice rubric.

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	3
Informal/Short	1

Enter Total	4
-------------	---

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, March 02, 2015

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall  
Composite Score

Highly Effective  
18-20  
18-20  
Ranges determined locally--see below  
91-100

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

## 6. Additional Requirements - Teachers

Created: 04/30/2013

Last updated: 04/07/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5265/251123-Df0w3Xx5v6/Spencerport\\_CSD\\_Improvement\\_Plan.docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5265/251123-Df0w3Xx5v6/Spencerport_CSD_Improvement_Plan.docx)

#### 6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

All tenured unit members who meet the appeal process criteria identified below may use this appeal process.

Eligibility – Appeals are limited to tenured unit members whose composite rating is Developing or Ineffective with a teacher effectiveness rating of Developing or Ineffective. Unit members with a composite score of Effective or Highly Effective may not appeal their rating.

Subjects for Appeal - Appeals are limited to adherence to commissioner's regulations, compliance to negotiated procedures, and adherence to education law. Additionally, teacher effectiveness components designated by the unit member in the observation process and/or identified elements of the structured review that are contrary to the evaluator's ratings may be appealed. In such cases, supporting documentation must be submitted to the immediate supervisor within five (5) school days after the meeting between the unit member and evaluator.

This documentation shall serve as the basis for an appeal.

One Appeal - A unit member may not file multiple appeals regarding the same performance review. All grounds for appeal, as outlined above, must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof - The unit member filing the appeal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which relief is sought.

Notification of the Appeal - In order to be timely, the notification of the APPR appeal shall be filed, in writing, within five (5) school days after the unit member has received their APPR composite rating. The teacher shall submit a detailed written statement with the specific point(s) of disagreement and information relevant to the resolution of the appeal consistent with Subject for Appeals (see above). Notification of the appeal shall be submitted to the immediate supervisor.

#### Appeal Resolution Process

##### Step 1 – Conference with the Immediate Supervisor

Upon receipt of the unit member's notification of appeal, a conference with the immediate supervisor will be scheduled within five (5) school days. The conference shall be an informal meeting wherein the immediate supervisor and the unit member are able to discuss the evaluation and the areas of dispute. The immediate supervisor will provide the unit member with a written summary of their decision within five (5) school days after the conference that includes feedback for each of the points contained in the unit member's notification of appeal.

##### Step 2 – District and Association Panel

If the unit member is not satisfied with the outcome at Step 1, he/she may proceed to Step 2. Step 2 shall be initiated by the unit member within five (5) school days of the supervisor's written decision. The unit member shall submit a written appeal to the Panel with the specific point(s) of disagreement and information relevant to the resolution of the appeal. The Panel shall meet within five (5) school days after receipt of the appeal.

a. Developing and first-year Ineffective ratings: Appeals shall be reviewed by a two-member panel consisting of one association member and one administrator from the pre-established list and mutually agreed upon by the Association President or designee and the Superintendent of Schools or designee. A pre-established list of association members and administrators who have been rated as Effective of Highly Effective shall be formed by joint agreement of the Association President and Superintendent. Such list shall be established by June 30 of the preceding school year.

b. Second consecutive Ineffective ratings: Appeals shall be reviewed by a four-member panel consisting of two association members and two administrators from the pre-established list and mutually agreed upon by the Association President or designee and the Superintendent of Schools or designee. A pre-established list of association members and administrators who have been rated as Effective of Highly Effective shall be formed by joint agreement of the Association President and Superintendent. Such list shall be established by June 30 of the preceding school year.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Panel shall submit a written recommendation within five (5) school days of the panel meeting to the Superintendent to rescind, modify or affirm the rating.

### Step 3 – Superintendent of Schools

The Superintendent shall review the recommendation of the Panel and provide a written decision to the unit member within five (5) school days of receipt of the Panel's recommendation. This decision shall be binding and no further remedy shall be sought.

## 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.

Only fully certified administrators may evaluate teachers. Any fully certified administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

All evaluators participated, completed and were certificated in the four-day Lead Evaluator Training provided by Monroe 2 - Orleans BOCES.

Any new administrator will participate and complete the Lead Evaluator Training provided by Monroe #2 - Orleans BOCES as described above.

All evaluators will receive yearly training to ensure inter-rater reliability with the nine elements identified in 30-2.9 of Commissioner's Regulations and this process will be followed for certifying and re-certifying all evaluators in the Spencerport Central School District in subsequent years.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
-----------------------------------------------------------------------------------------	---------

### 6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 04/30/2013

Last updated: 05/21/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## 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):

	K-5
	6-8
	9-12
	(No response)

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
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.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-5 elementary school	State assessment	All NYS ELA and Math Assessments for Grades 3-5
	6-8 middle school	State assessment	All NYS ELA and Math Assessments for Grades 6-8 and the NYS Regents examination for Earth Science and Common Core Algebra
	9-12 high school	State assessment	All NYS Regents examinations for grades 9-12

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.

<p>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>	<p>The district will utilize the State-provided growth score for the above listed principals. If such score represents less than 30% of the students supervised by the principal, the district will set SLOs for the largest course(s) in the building until at least 30% of students are covered. For the K-5 principal, this will start with grade 3. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided score will then be weighted proportionately with the SLO result(s) for a final HEDI score using table 7.3.</p> <p>The SLO process will be as follows: Using prior academic history, the district will set a minimum rigor expectation for growth. The expectation for general education students will be to score a 3 or higher on the NYS 3-8 ELA and Math assessments and 65 or higher on the NYS Regents examinations. The expectation for students with disabilities (SWD) or English Language Learner (ELL) students will be to score a 2 or higher on the NYS 3-8 ELA and Math assessments and 55 or higher on the NYS Regents examinations. For each principal, the percentage of general education students and the percentage of SWD and ELL students meeting the targets will be weighted proportionally based on the total number of students and combined to result in the percentage of students meeting the target. In addition, the district will set a growth goal that a specific percentage of students will meet the target. In no event will the growth goal be less than 50% of students meeting the target. The percentage of students reaching the target on the NYS 3-8 ELA and Math assessments and NYS Regents examinations will then be determined and divided by the growth goal. The resulting percent will then be used to determine a HEDI score from 0-20 using table 7.3.</p> <p>In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.</p>
<p>Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).</p>	<p>126% or more of the students met or exceeded the minimum rigor expectation for growth.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>75% to 125% of the students met or exceeded the minimum rigor expectation for growth.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>50% to 74% of the students met or exceeded the minimum rigor expectation for growth.</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>Less than 50% of the students met or exceeded the minimum rigor expectation for growth.</p>

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/1480152-lha0DogRNw/Table%207.3.pdf>

**7.4) Special Considerations for Comparable Growth Measures**

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

## 8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 04/07/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

#### **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
	K-5	(d) measures used by district for teacher evaluation	All NYS 3-5 assessments
	6-8	(d) measures used by district for teacher evaluation	All NYS 6-8 assessments and NYS Regents examination for Earth Science and Common Core Algebra
	9-12	(d) measures used by district for teacher evaluation	All NYS Regents examinations administered

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Every K-5 principal will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 3-5 ELA and Math and grade 4 Science and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 3 or higher on the same assessments and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.</p> <p>Every 6-8 principal will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 3 or higher on the assessments for grades 6-8 ELA and Math and grade 8 Science and 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring a 3 or higher on the same 6-8 assessments and 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.</p> <p>Every 9-12 principal will receive the same student achievement score based on comparing student performance in Spencerport with the Monroe BOCES #2 average. We will use the percentage of students that scored a 65 or higher on administered Regents examinations and divide by the average percentage of students in the other Monroe 2 BOCES component districts scoring 65 or higher on the same Regents examinations and apply it to a 15 point conversion chart and 20 point conversion chart when value-added is not applicable.</p> <p>In the 2014-15 school year and thereafter the Common Core Algebra Regents assessment will be administered. In the 2014-15 school year, the 2005 Standards and Common Core Geometry and ELA Regents assessments will be administered. The higher of the two scores will be used. In the 2015-16 school year and thereafter only the Common Core Geometry and ELA Regents assessments will be administered.</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>116% or higher achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>75% to 115% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50% to 74% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Less than 50% achievement on the state assessments when using the Spencerport average percentage and dividing it by the average percentage of the other Monroe #2 BOCES school districts.</p>

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/1480153-qBFVOWF7fC/Table 8.1.pdf>

**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.

**Also note:** no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating

categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	All of our principals will receive a state provided growth score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable

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 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.

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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

Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

# 9. Other Measures of Effectiveness (Principals)

Created: 04/30/2013

Last updated: 04/07/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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### 9.1) Principal Practice Rubric

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

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

Rubric	Multidimensional Principal Performance Rubric
Second rubric (if applicable)	(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	45
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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.	15
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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":

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.	Checked
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).	Checked

**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):

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

**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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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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:

Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

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

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

The process for evaluating principal effectiveness will be divided into three categories; observations, goals and structured review. The maximum total points that can be earned will be 60 (see below). The following is a description of the processes that will be used for awarding points in each of the three categories:

**Observations:** 36 points maximum (6 points for each of the six leadership standards) The superintendent will conduct announced and unannounced observations of the principal during the academic year. At each observation, the superintendent will collect evidence of the principal's performance for each of the leadership standards, as appropriate, in alignment with the Multidimensional Principal Performance Rubric, and provide a HEDI rating for each standard based on the evidence. At the end of the year, the superintendent will review the principal's performance for each standard and assign a summative HEDI rating and points based on the following scale: Highly Effective = 6 points, Effective = 4 to 5 points, Developing = 2 to 3 points, Ineffective = 0 to 1 point.

**Goals:** 15 points maximum, (5 points per goal) Each principal will meet with the superintendent to establish three goals for the academic school year. One goal will be proposed by the principal, the second goal will be proposed by the superintendent, and the third goal will be collaboratively developed to address improvements in teacher effectiveness consistent with the criteria established in Commissioner's Regulations. At this meeting the principal will indicate to the superintendent examples of evidence that may be used to demonstrate goal achievement. At the end of the year, the principal will present evidence of goal achievement to the superintendent and another trained

evaluator. The superintendent and trained evaluator will review the evidence and provide a HEDI rating based on goal attainment as articulated in the Multidimensional Principal Performance Rubric and award points for each goal using the following scale: Highly Effective - 5 points, Effective - 3 to 4 points, Developing - 1 to 2 points, Ineffective - 0 points.

Structured Review: 9 points maximum At the end of the academic year, the superintendent and principal will meet to review the effectiveness of the principal. The principal will provide the superintendent with evidence of their work aligning to district, school and personal goals in alignment with the Multidimensional Principal Performance Rubric and six leadership standards. The superintendent will evaluate the work based on its effectiveness and growth of the principal using the following scale: Highly Effective - 8 to 9 points, Effective - 5 to 7 points, Developing - 2 to 4 points, Ineffective - 0 to 1 point.

The total points for all three categories will be added up in order to determine the principal effectiveness score (no conversion charts are required). A HEDI rating will be assigned for the total of points based on the following scale: Highly Effective - 58 to 60 points, Effective - 51 to 57 points, Developing - 43 to 50 points, Ineffective - 0 to 42 points.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Based on District's goals and priorities, the principal's overall performance and documented results exceeds the expectations of the ISLLC 2008 Standards as measured across the six domains and goal attainment section of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of highly effective will range from 58 - 60 points.
Effective: Overall performance and results meet standards.	Based on District's goals and priorities, the principal's overall performance and documented results meets the expectations of the ISLLC 2008 Standards as measured across the six domains and goal attainment section of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of effective will range from 51 - 57 points.
Developing: Overall performance and results need improvement in order to meet standards.	Based on District's goals and priorities, the principal's overall performance and documented results needs improvement to meet the expectations of the ISLLC 2008 Standards as measured across the six domains and goal attainment section of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of effective will range from 43 - 50 points.
Ineffective: Overall performance and results do not meet standards.	Based on District's goals and priorities, the principal's overall performance and documented results do not meet the expectations of the ISLLC 2008 Standards as measured across the six domains and goal attainment section of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of effective will range from 0 - 42 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	51-57

Developing	43-50
Ineffective	0-42

### 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 Friday, November 21, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	58-60
Effective	51-57
Developing	43-50
Ineffective	0-42

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 Monday, March 09, 2015

## 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/5276/256248-Df0w3Xx5v6/Principal Improvement Plan.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:

All tenured principals who meet the appeal process criteria identified below will abide by the following procedures:

Eligibility – Appeals are limited to tenured principals whose composite rating is Developing or Ineffective with a principal effectiveness rating of Developing or Ineffective. Principals with a composite score of Effective or Highly Effective may not appeal their rating.

Subjects for Appeal - Appeals are limited to adherence to commissioner's regulations, compliance to negotiated procedures, and adherence to education law. Additionally, when a principal does not agree with the principal effectiveness rating of the superintendent, they may appeal that rating. All appeals must be received within five (5) work days of receiving their composite score. In such cases, supporting documentation for their appeal must be submitted to the Assistant Superintendent of Schools within the aforementioned timeframe. The Assistant Superintendent of Schools will render his written decision within five (5) work days of receipt of the appeal. The decision of the Assistant Superintendent of Schools is final.

## 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.

Only fully certified administrators may evaluate principals. Any fully certified administrator who participates in the evaluation of principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a principal evaluation.

All evaluators participated, completed and were certificated in the Lead Evaluator Training provided by Monroe 2 - Orleans BOCES. The four-day training provided an in depth analysis of the I.S.L.L.C. standards, the District's principal practice rubric, documents used in the evaluation process, opportunities to ensure inter-rater reliability and assurances that every participant meets the necessary guidelines as described in Commissioner's Regulations. Upon completion of the training, the Superintendent certified to the Board of Education all administrators who have successfully completed the state mandated evaluator training.

All evaluators will receive yearly training to ensure inter-rater reliability with the nine elements identified in 30-2.9 of Commissioner's Regulations and this process will be followed for certifying and re-certifying all evaluators in the Spencerport Central School District in subsequent years.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this

Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher’s or principal’s overall rating and their subcomponent ratings

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

- Checked

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created: 04/30/2013

Last updated: 05/22/2015

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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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1480157-3Uqgn5g9lu/Spencerport%20CSD%20certification%20form\\_6LEn7Km.pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1480157-3Uqgn5g9lu/Spencerport%20CSD%20certification%20form_6LEn7Km.pdf)

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#### 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.

Table 2.11

## Spencerport Central School District

## Conversion Chart for Growth Calculation

Percentage	Score	HEDI Rating
0 – 9	0	I
10-25	1	I
26-49	2	I
50-64	3	D
65-66	4	D
67-68	5	D
69-70	6	D
71-72	7	D
73-74	8	D
75-76	9	E
77-79	10	E
80-82	11	E
83-86	12	E
87-90	13	E
91-94	14	E
95-100	15	E
101-115	16	E
116-125	17	E
126-130	18	HE
131-132	19	HE
133 or higher	20	HE

Table 3.3

## Spencerport Central School District

## Conversion Chart: Achievement Calculation

Percentage	Score	HEDI Rating
0 – 9	0	I
10-25	1	I
26-49	2	I
50-64	3	D
65-66	4	D
67-68	5	D
69-70	6	D
71-72	7	D
73-74	8	D
75-76	9	E
77-78	10	E
79-80	11	E
81-82	12	E
83-86	13	E
87-90	14	E
91-94	15	E
95-97	16	E
98-115	17	E
116-125	18	HE
126-130	19	HE
131 or higher	20	HE

Spencerport Central School District

Conversion Chart: Achievement Calculation for  
Teachers Receiving a Value Added Growth Score

Percentage	Score	HEDI Rating
0-9	0	I
10-25	1	I
26-49	2	I
50-54	3	D
55-59	4	D
60-64	5	D
65-69	6	D
70-74	7	D
75-79	8	E
80-84	9	E
85-89	10	E
90-94	11	E
95-97	12	E
98-115	13	E
116-130	14	HE
131 or higher	15	HE

Table 3.13

## Spencerport Central School District

## Conversion Chart: Achievement Calculation

Percentage	Score	HEDI Rating
0 – 9	0	I
10-25	1	I
26-49	2	I
50-64	3	D
65-66	4	D
67-68	5	D
69-70	6	D
71-72	7	D
73-74	8	D
75-76	9	E
77-78	10	E
79-80	11	E
81-82	12	E
83-86	13	E
87-90	14	E
91-94	15	E
95-97	16	E
98-115	17	E
116-125	18	HE
126-130	19	HE
131 or higher	20	HE

Table 4.5

## Teacher Effectiveness Conversion Chart

Total Average Rubric Score	Conversion score for composite
<b>INEFFECTIVE (0-49)</b>	
1.000 – 1.007	0
1.008 – 1.016	1
1.017 – 1.024	2
1.025 – 1.032	3
1.033 – 1.041	4
1.042 – 1.049	5
1.050 – 1.057	6
1.058 – 1.066	7
1.067 – 1.074	8
1.075 – 1.082	9
1.083 – 1.091	10
1.092 – 1.099	11
1.100 – 1.107	12
1.108 – 1.114	13
1.115 – 1.122	14
1.123 – 1.130	15
1.131 – 1.137	16
1.138 – 1.145	17
1.146 – 1.153	18
1.154 – 1.161	19
1.162 – 1.168	20
1.169 – 1.176	21
1.177 – 1.184	22
1.185 – 1.191	23
1.192 – 1.199	24
1.200 – 1.207	25
1.208 – 1.216	26
1.217 – 1.224	27
1.225 – 1.232	28
1.233 – 1.241	29
1.242 – 1.249	30
1.250 – 1.257	31
1.258 – 1.266	32
1.267 – 1.274	33
1.275 – 1.282	34
1.283 – 1.291	35
1.292 – 1.299	36
1.300 – 1.307	37
1.308 – 1.316	38
1.317 – 1.324	39
1.325 – 1.332	40
1.333 – 1.341	41

<b>INEFFECTIVE (0-49)</b>	
1.342 – 1.349	42
1.350 – 1.357	43
1.358 – 1.366	44
1.367 – 1.374	45
1.375 – 1.382	46
1.383 – 1.391	47
1.392 – 1.399	48
1.400 – 1.499	49
<b>DEVELOPING (50-56)</b>	
1.500 – 1.599	50
1.600 – 1.699	50
1.700 – 1.799	51
1.800 – 1.899	52
1.900 – 1.999	52
2.000 – 2.099	53
2.100 – 2.199	54
2.200 – 2.299	54
2.300 – 2.399	55
2.400 – 2.499	56
<b>EFFECTIVE (57-58)</b>	
2.500 – 2.599	57
2.600 – 2.699	57
2.700 – 2.799	57
2.800 – 2.899	57
2.900 – 2.999	57
3.000 – 3.099	58
3.100 – 3.199	58
3.200 – 3.299	58
3.300 – 3.399	58
3.400 – 3.499	58
<b>HIGHLY EFFECTIVE (59-60)</b>	
3.500 – 3.599	59
3.600 – 3.699	59
3.700 – 3.799	59
3.800 – 3.899	59
3.900 – 4.000	60

### Improvement Plan

This (No.)-week Improvement Plan is individually developed to address performance areas in need of improvement. This Improvement Plan will be periodically reviewed in order to monitor the employee's progress in the areas identified as in need of improvement. A timeline with this (No.)-week period will be mutually established and agreed upon. Training and staff development opportunities as appropriate will be documented throughout this process.

NAME:

TITLE:

DEPARTMENT:

SUPERVISOR:

<b>Learning Standard</b>	<b>Area of Concern (based on Element and Indicator)</b>	<b>Actions, Strategies and Resources</b>	<b>Timeline (Benchmark &amp; Checkpoints)</b>	<b>Evidence of Growth/Change (based on Effective criteria contained in the NYSUT Rubric)</b>

Comments:

Signatures Acknowledge receipt of this document

Employee's Signature \_\_\_\_\_

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

Supervisor's Signature \_\_\_\_\_

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

Table 7.3

Spencerport Central School District

Conversion Chart for Growth Calculation

Percentage	Score	HEDI Rating
0 – 9	0	I
10-25	1	I
26-49	2	I
50-64	3	D
65-66	4	D
67-68	5	D
69-70	6	D
71-72	7	D
73-74	8	D
75-76	9	E
77-79	10	E
80-82	11	E
83-86	12	E
87-90	13	E
91-94	14	E
95-100	15	E
101-115	16	E
116-125	17	E
126-130	18	HE
131-132	19	HE
133 or higher	20	HE

Table 8.1

Spencerport Central School District

20 Point Conversion Chart: Achievement Calculation

Percentage	Score	HEDI Rating
0 – 9	0	I
10-25	1	I
26-49	2	I
50-64	3	D
65-66	4	D
67-68	5	D
69-70	6	D
71-72	7	D
73-74	8	D
75-76	9	E
77-78	10	E
79-80	11	E
81-82	12	E
83-86	13	E
87-90	14	E
91-94	15	E
95-97	16	E
98-115	17	E
116-125	18	HE
126-130	19	HE
131 or higher	20	HE

Spencerport Central School District

15 Point Conversion Chart: Achievement Calculation for  
Principals Receiving a Value Added Growth Score

Percentage	Score	HEDI Rating
0-9	0	I
10-25	1	I
26-49	2	I
50-54	3	D
55-59	4	D
60-64	5	D
65-69	6	D
70-74	7	D
75-79	8	E
80-84	9	E
85-89	10	E
90-94	11	E
95-97	12	E
98-115	13	E
116-130	14	HE
131 or higher	15	HE

### Principal Improvement Plan

This (No.)-week Improvement Plan is individually developed to address performance areas in need of improvement. This Improvement Plan will be periodically reviewed in order to monitor the principal's progress in the areas identified as in need of improvement. A timeline with this (No.)-week period will be mutually established and agreed upon. Training and staff development opportunities as appropriate will be documented throughout this process.

NAME:

SCHOOL:

SUPERVISOR:

Area of Concern	Educational/Standards based Goals	Actions, Strategies and Resources	Timeline (Benchmark & Checkpoints)	Evidence of Growth/Change

Comments:

Signatures Acknowledge receipt of this document

Employee's Signature \_\_\_\_\_

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

Supervisor's Signature \_\_\_\_\_

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

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

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

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

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

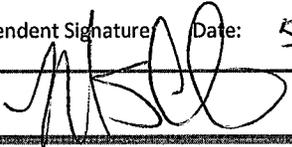
The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the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

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

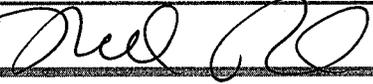
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR Plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next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

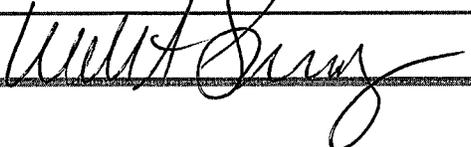
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature:  Date: 5/22/15

Teachers Union President Signature:  Date: 5/22/15

Administrative Union President Signature:  Date: 5/22/15

Board of Education President Signature:  Date: 5/22/15

**For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:**

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature:      Date: 5/22/15

