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

Commissioner of Education
President of the University of the State of New York
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April 10, 2014

Revised

Paul Connelly, Superintendent
Springville-Griffith Institute Central School District
307 Newman St.
Springville, NY 14141

Dear Superintendent Connelly:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Dr. David O'Rourke

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Wednesday, February 26, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 141101060000

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

141101060000

1.2) School District Name: SPRINGVILLE-GRIFFITH INST CSD

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

SPRINGVILLE-GRIFFITH INST CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Tuesday, April 08, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS 4th & 5th Grade ELA and Math State Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS 4th & 5th Grade ELA and Math State Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS 4th & 5th Grade ELA and Math State Assessments

	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	The district has established a growth process whereas each Principal will develop a chart that has each student listed along

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	with the baseline score. Principals in collaboration with teachers may also use baseline information such as the previous year's benchmark information to develop a rationale to set individual growth targets for each student for the applicable assessments. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the differentiated growth targets will be determined. After the percentage is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. For teachers for whom a school-wide measure is used, appropriate and rigorous growth targets will be set by the teacher in collaboration with the principal for each school-wide measure utilizing baseline information such as the previous year's benchmark information. School-wide growth targets will based on the Grade 4/5 ELA and Math New York State student assessment scores (averaged together). After the score is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. Based on the school-wide percentage of students who meet or exceed the school-wide target a 0-20 HEDI score will result. Note that in the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each SLO separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score. • Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81% - 100% of students, including special populations meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61% - 80% of students, including special populations meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41% - 60% of students, including special populations meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	40% or less of students, including special populations meet or exceed target(s) 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS 4th & 5th Grade ELA & Math State Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS 4th & 5th Grade ELA & Math State Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS 4th & 5th Grade ELA & Math State Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a growth process whereas each Principal will develop a chart that has each student listed along with the baseline score. Principals in collaboration with teachers may also use baseline information such as the previous year's benchmark information to develop a rationale to set individual growth targets for each student for the applicable assessments. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the differentiated growth targets will be determined. After the percentage is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. For teachers for whom a school-wide measure is used, appropriate and rigorous growth targets will be set by the teacher in collaboration with the principal for each school-wide measure utilizing baseline information such as the previous year's benchmark information. School-wide growth targets will based on the Grade 4/5 ELA and Math New York State student assessment scores (averaged together). After the score is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. Based on the school-wide percentage of students who meet or exceed the school-wide target a 0-20 HEDI score will result. Note that in the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each SLO separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score. Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81% - 100% of students, including special populations meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	40% or less of students, including special populations meet or exceed target(s) 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Springville-GI District-developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	Springville-GI District-developed 7th grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a growth process whereas each teacher will develop a chart that has each student listed along with the baseline score. Principals in collaboration with teachers may also use baseline information such as the previous year's benchmark information to develop a rationale to set individual growth targets for each student. Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the differentiated growth targets will be determined based on each SLO. After the percentage is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. In the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each SLO separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score. • Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81% - 100% of students, including special populations meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	40% or less of students, including special populations meet or exceed target(s) 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Springville-GI District-developed 6th Social Studies Assessment
7	District, regional or BOCES-developed assessment	Springville-GI District-developed 7th Social Studies Assessment
8	District, regional or BOCES-developed assessment	Springville-GI District-developed 8th grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a growth process whereas each teacher will develop a chart that has each student listed along with the baseline score. Principals in collaboration with teachers may also use baseline information such as the previous year's benchmark information to develop a rationale to set individual growth targets for each student. Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the differentiated growth targets will be determined based on each SLO. After the percentage is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. In the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each SLO separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score. Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81% - 100% of students, including special populations meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
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2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Springville-GI District-developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a growth process whereas each teacher will develop a chart that has each student listed along with the baseline score. Principals in collaboration with teachers may also use baseline information such as the previous year's benchmark information to develop a rationale to set individual growth targets for each student. Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the differentiated growth targets will be determined based on each SLO. After the percentage is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. In the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each SLO separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score. • Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81% - 100% of students, including special populations meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	40% or less of students, including special populations meet or exceed target(s) 0-14 = 0 points 15-21 = 1 point 22-40 = 2

points

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.	The district has established a growth process whereas each teacher will develop a chart that has each student listed along with the baseline score. Principals in collaboration with teachers may also use baseline information such as the previous year's benchmark information to develop a rationale to set individual growth targets for each student. Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the differentiated growth targets will be determined based on each SLO. After the percentage is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. In the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each SLO separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score. • Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81% - 100% of students, including special populations meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	40% or less of students, including special populations meet or exceed target(s) 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a growth process whereas each teacher will develop a chart that has each student listed along with the baseline score. Principals in collaboration with teachers may also use baseline information such as the previous year's benchmark information to develop a rationale to set individual growth targets for each student. Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the differentiated growth targets will be determined based on each SLO. After the percentage is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. In the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each SLO separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score. • Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down. Students in Common Core Algebra I will be taking both the Integrated Algebra Regents and the Common Core Algebra Regents and the higher of the two scores will be used for determining SLO scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81% - 100% of students, including special populations meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points

Effective (9 - 17 points) Results meet District goals for similar students.	61% - 80% of students, including special populations meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District goals for similar students.	41% - 60% of students, including special populations meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	40% or less of students, including special populations meet or exceed target(s) 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Springville-GI District-developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Springville-GI District-developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a growth process whereas each teacher will develop a chart that has each student listed along with the baseline score. Principals in collaboration with teachers may also use baseline information such as the previous year’s benchmark information to develop a rationale to set individual growth targets for each student. Teachers and their building principals will collaboratively develop SLO’s based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each SLO. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the differentiated growth targets will be determined based on each SLO. After the percentage is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. In the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each SLO

	separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score. • Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81% - 100% of students, including special populations meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	61% - 80% of students, including special populations meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District goals for similar students.	41% - 60% of students, including special populations meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	40% or less of students, including special populations meet or exceed target(s) 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All other courses K-5	School/BOCES-wide/group/team results based on State	NYS 4th & 5th Grade State ELA Assessments
	All other course 6-8	School/BOCES-wide/group/team results based on State	NYS 6th-8th State ELA Assessments
	All other courses 9-12	District, Regional or BOCES-developed	Springville-GI District-developed Subject Grade Specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has established a growth process whereas each teacher will develop a chart that has each student listed along with the baseline score. Principals in collaboration with teachers may also use baseline information such as the previous year's benchmark information to develop a rationale to set individual growth targets for each student. Teachers and their building principals will collaboratively develop growth measure based on their student rosters using available background and baseline data. Appropriate and rigorous growth targets will be set for each growth measure. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the differentiated growth targets will be determined based on each growth measure. After the percentage is determined, the criteria listed will be utilized to determine the

	appropriate points and HEDI category. In the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each growth measure separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score. Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down. For teachers for whom a school-wide measure is used, appropriate and rigorous individual growth targets will be set by teachers and approved by principals for each school-wide measure utilizing baseline information such as the previous year's benchmark information. School-wide growth targets will be based on New York State assessment student scores (averaged together). After the score is determined, the criteria listed will be utilized to determine the appropriate points and HEDI category. Note that in the event of multiple SLOs, one overall score/rating will be determined by assessing the results of each SLO separately, arriving at a HEDI rating. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. this will provide for one overall growth component score. Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81% - 100% of students, including special populations meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	61% - 80% of students, including special populations meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District goals for similar students.	41% - 60% of students, including special populations meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	40% or less of students, including special populations meet or exceed target(s) 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

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.

(No response)

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.

NA

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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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).

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB

5	4) State-approved 3rd party assessments	AIMSWEB
6	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 6th Grade ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 7th Grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 8th Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year's benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students, included in the measure meet or exceed target(s). 81-90 = 14 points 91-100 = 15 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students, included in the measure meet or exceed target(s). 61-62 = 8 points 63-64 = 9 points 65-68 = 10 points 69-73 = 11 points 74-77 = 12 points 78-80 = 13 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students, included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-53 = 5 points 54-57 = 6 points 58-60 = 7 points

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students, included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

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	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 6th Grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 7th Grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 8th Grade Math Assessment

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

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

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.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year's benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by

	assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-90 = 14 points 91-100 = 15 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure meet or exceed target(s). 61-62 = 8 points 63-64 = 9 points 65-68 = 10 points 69-73 = 11 points 74-77 = 12 points 78-80 = 13 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-53 = 5 points 54-57 = 6 points 58-60 = 7 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students included in the measure meet or exceed target(s) 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/560691-rhJdBgDruP/Springville Locally Selected Rubrics 3.3.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline

3.13, below.	information such as the previous year's benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Kindergarten Math Assessment
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year's benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

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	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 6th Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 7th Grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 8th Grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year's benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

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	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 6th Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 7th Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 8th Grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year's benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year’s benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or

	students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results on locally-40% or less of students included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

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	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year's benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

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	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year's benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 =

	15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

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	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 9th Grade ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 10th Grade ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Springville-GI District-developed 11th Grade ELA Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year's benchmark information to develop a rationale to set individual targets for each student. Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal

	on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure including special populations meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other teachers not listed above	5) District/regional/BOCES–developed	Springville-GI District-developed Grade/Subject Specific Content Area Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has established a process whereas each teacher will develop a chart that has each student listed along with the baseline score. Teachers are also allowed to use baseline information such as the previous year's benchmark information to develop a rationale to set individual targets for each student.

	Teachers have the choice of growth or achievement targets. Appropriate and rigorous targets will be set for each student by the Teacher. Teachers in the same grade/subject area will use the same measures. Teachers and their building principals will collaboratively develop goals based on their student rosters using available background and baseline data annually by October 15th. In the event a growth goal is considered by the teacher, it is understood that goal would have to be individual growth targets that will be different and distinct from any goal on the State Measure using the same assessment by identifying different subgroups such as special education population or students scoring levels 1 or 2. The Superintendent will approve comparability of different measures. After the end of course the specified post-assessment is administered and scored. The percentage of students who met the achievement or growth targets will be determined based on each goal. After the percentage is determined, the attached chart [Locally Selected Rubrics] will be utilized to determine the appropriate points and HEDI category for each teacher. For teachers of multiple goals, one overall score/rating for a teacher will be determined by assessing the results of each separately, arriving at a HEDI rating and point value. Each goal will then be weighted proportionately based on the number of students included. This will provide for one overall component score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81% - 100% of students included in the measure meet or exceed target(s). 81-85 = 18 points 86-90 = 19 points 91-100 = 20 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 80% of students included in the measure meet or exceed target(s). 61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41% - 60% of students included in the measure meet or exceed target(s). 41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40% or less of students included in the measure meet or exceed target(s). 0-14 = 0 points 15-21 = 1 point 22-40 = 2 points

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/560691-y92vNseFa4/Springville Locally Selected Rubrics 3.13.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.

In the event of more than one locally selected measure: •District/evaluator will assess the results of each measure separately, arriving at a HEDI rating. •Each measure must then be weighted proportionately based on the total number of students included in all measure and combined for one overall growth component score. • Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, February 26, 2014

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered 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)

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.

Observation: Scoring of Domains 2 & 3 (31 points)

Domains 2 & 3 are comprised of 5 components under Domain 2: Classroom Environment and 5 components under Domain 3: Instruction for a total of 10 components. Each component will be scored through multiple formal and informal classroom observations taking the highest observed rating on the component using the Teachscape 2011 Rubric on a scale of 1 to 4 with 1 = Ineffective, 2 =

Developing, 3 = Effective and 4 = Highly Effective. A composite score for the Observation process will be the average of the individual scores for each component.

Evidence Collection: Scoring of Domains 1 & 4:

Domains 1 & 4 are comprised of 6 components under Domain 1: Planning and Preparation and 6 components under Domain 4: Professional Responsibilities for a total of 12 components. Each component will be scored through pre-conference, post-conferences and/or the Evidence Collection Form using the Teachscape 2011 Rubric on a scale of 1 to 4 with 1 = Ineffective, 2 = Developing, 3 = Effective and 4 = Highly Effective. A composite score for the Evidence Collection will be the average of the individual scores for each component.

The following formula (calculated to the hundredth) will be used to determine the total average rubric score (rounded to the tenth):

Total Average Rubric Score = (Average score Domains 1 & 4 * .48) + (Average score Domains 2 & 3 * .52)
See attached chart (Professional Performance Review Score Calculation)Rounding rules apply.

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

assets/survey-uploads/5091/156121-eka9yMJ855/Professional Performance Review Score Calculation - revised.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed standards. Points were locally negotiated and assigned by a trained administrator as indicated in the attachment. (Performance Performance Review Score Calculation)
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meets standards. Points were locally negotiated and assigned by a trained administrator as indicated in the attachment. (Performance Performance Review Score Calculation)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet standards. Points were locally negotiated and assigned by a trained administrator as indicated in the attachment. (Performance Performance Review Score Calculation)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet standards. Points were locally negotiated and assigned by a trained administrator as indicated in the attachment. (Performance Performance Review Score Calculation)

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	1
Informal/Short	2
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0

Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, January 31, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Wednesday, March 12, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/560694-Df0w3Xx5v6/Teacher Improvement Plan - revised 2.26.14.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:

The following appeal provision is limited to unit members who are covered by N.Y. Education Law § 3012 (“Covered Unit Members” or “Teachers”).

a.A Covered Unit Member, who receives an overall composite HEDI rating of ineffective or developing or a TIP, may challenge only the substance of an APPR, the District's adherence to the standards and methodologies required for such review, the District's compliance with its procedures and timelines for conducting and issuing the APPR and the Regulations of the Commissioner, and/or implementation of a Teacher Improvement Plan (TIP).

(i)An APPR or TIP challenge under this Agreement must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

(ii)Any challenge of the APPR must be submitted within ten work days of the start of the following school year or it is deemed waived. Any challenge of a TIP must be made within ten work days of receipt of the TIP or it is deemed waived. It is recognized by the parties that earlier submission of the appeal is permissible. However, any challenge of the APPR cannot be made prior to the receipt of the composite score. For purposes of this appeal, work days shall be only days students are in session.

(iii)The Assigned Administrator will schedule a meeting within seven work days from receipt of the challenge of the TIP or composite score appeals to discuss the challenge.

(iv)A Covered Unit Member may select an Association representative to participate in the meeting. Within ten work days of the meeting, the Assigned Administrator conducting the Annual Professional Performance Review shall submit to the teacher a detailed written response to the appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the resolution of the appeal.

(v.) If any Covered Unit Member disagrees with the Assigned Administrator's response to the challenge, the teacher may submit the challenge, the Assigned Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven work days of receipt of the Assigned Administrator's response. A meeting will be scheduled within seven work days of receipt of the written statement to the Superintendent to discuss the appeal. Within ten work days of the meeting, the Superintendent shall submit to the teacher a detailed written response to the appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the resolution of the appeal. If the Superintendent does not schedule the meeting within the timeline the appeal is upheld. A Covered Unit Member may select an Association representative to participate in the meeting.

vi. If any Covered Unit Member disagrees with the Superintendent's response to the challenge, the teacher may submit the challenge, the Administrator's response, the Superintendent's response and a written statement explaining in detail the reason(s) for disagreement with the response to the clerk of the Board of Education within seven work days of receipt of the Superintendent's response. The Board of Education will review the challenge and submit a written response within 15 work days of the receipt of Superintendent's response..

b. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section. However, if any time line associated with the APPR process is not met by the Assigned Administrator, the covered employee has the option of requesting another formal observation and the previous observation will not be utilized for the development of the TIP. The teacher retains any defenses he or she may have in the event the APPR is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time, for statutorily and constitutionally permissible reasons other than performance as stated in Education Law 3012-c, including during the pendency of an appeal under this section, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

The appeals process will conclude in timely and expeditious manner in accordance with Education Law 3012c.

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.

Springville-Griffith Institute will ensure that all administrators in the district are trained as lead evaluators who will be certified to conduct evaluation consistent with regulations. The Superintendent will certify all lead evaluators in all 9 categories as per 30-2.9(b).

• NYS Teaching Standards and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
• Evidence-based observation techniques that are grounded in research
• Application and use of the student growth percentile and the value-added growth model as defined in section 30-2.2
• Application and use of the State-approved teacher or principal rubric(s)s selected by the district for use in evaluations, including training on the effective application of rubrics to observe a teacher or principal's practice
• Application and use of assessment tools to evaluate classroom teachers or building principals
• Application and use of State-approved locally measures of student achievement
• Use of the Statewide Instructional Reporting System
• Scoring methodology used to evaluate teachers or principal
• Specific considerations in evaluating teachers of English language learners and students with disabilities

Administrators spent 9 hours in training by Erie 2 BOCES for initial certification. The training consisted of 45 contact hours between trainers and administrators and included alignment to the 9 assurance areas as outlined in NYS APPR regulation. Additional training of at least one day will be offered throughout the school year specific to the locally negotiated Danielson's Teachscape 2011 version rubric.

Springville-Griffith Institute will insure that lead evaluators maintain inter-rater reliability over time. This inter-rater training and recertification training will occur during summer retreat meetings, at BOCES and Administrative Cabinet meetings set by the district. The evaluators will use NYSED Guidance documents/training materials, Teachscape and additional information/resources provided by NYSED.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data | Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created Tuesday, April 30, 2013
Updated Monday, December 16, 2013

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

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

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

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)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.
State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, April 08, 2014

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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).

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 growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(a) achievement on State assessments	Grade 4 and 5 NYS ELA and Math Assessment
	6-8	(a) achievement on State assessments	Grade 7 and 8 NYS ELA Assessment
	9-12	(g) % achieving specific level on Regents or alternatives	NYS Comprehensive English Regents 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.	The local achievement target for elementary principals shall be determined by the principal and approved by the Superintendent using the percentage of grade 4 and 5 students school-wide that increase by 3% in level 3 and level 4 combined on the NY State ELA Assessment and the NYS Math Assessment as compared to the previous year's assessment. The local achievement target for the Middle School principal shall be determined by the principal and approved by the Superintendent using the

	percentage of grade 7 and 8 students school-wide that increase by 3% in level 3 and level 4 combined on the NY State ELA Assessment as compared to the previous year's assessment. The local achievement target for the High School principal shall be determined by the principal and approved by the Superintendent using the percentage of grade 11 students school-wide that increase by 3% in proficiency 65% and mastery 85% combined on the NY State ELA Regents exam in current year as compared to the previous year's assessment. The total number of students making the target will be calculated to a percentage. The percentage meeting the target will be applied to the HEDI scores and categories. Please see the attachment charts in 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attachment charts in 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attachment charts in 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attachment charts in 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attachment charts in 8.1.

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

(No response)

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

(No response)

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

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

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

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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.	.
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.

assets/survey-uploads/12190/560696-T8MlGWUVm1/Springville Locally Selected HEDI score point charts.docx

8.3) Locally Developed Controls

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

n/a

8.4) Principals with More Than One Locally Selected Measure

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

In the event of multiple measures, the overall score/rating will be determined by assessing the results of each measure separately, arriving at a HEDI rating and point value. Each measure will then be weighted equally and averaged to provide for one overall local component score. Always round to the nearest whole number; >=5 rounds up and <.5 rounds down.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances | Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances | Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances | Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

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Updated Tuesday, April 08, 2014

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9.1) Principal Practice Rubric

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

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

9.1) Principal Practice Rubric | Rubric	Multidimensional Principal Performance Rubric

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

MPPR - 60 points • 2 site visits, with 1 being unannounced • Formative assessment in February - points will be allotted that have been collected at that point • Structured review of evidence and artifacts during site visits including review of school documents, records, and/or state accountability processes • Full use of the MPPR rubric - all components/ISLLC standards assessed Each of the 6 domains has been assigned 10 points. The Superintendent will evaluate the 10 points in each domain based through multiple on-site visits. The highest scored observed along with the collection of evidence will be used to determine the points scored for each domain. Please see attached MPPR Point Distribution Chart. The Superintendent and principal will have a formal meeting to discuss annual performance. The Superintendent will complete the Administrative Evaluation Record using the MPPR rubric and a summative score will be given using the following HEDI score categories. It is understood that the overall 100 point composite score must be a whole number and rounding will apply. Based on multiple site visits and evidence collected an overall 0-60 HEDI score will result. Highly Effective 59-60 Effective 57-58 Developing 50-56 Ineffective 0-49

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

assets/survey-uploads/12205/560697-pMADJ4gk6R/Springville MPPR point distribution 3.5.14.docx

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed standards. MPPR performance and artifacts demonstrate that the principal is highly effective and is well-above district expectations.

Effective: Overall performance and results meet standards.	Overall performance and results meet standards. MPPR performance and artifacts demonstrate that the principal is effective and meets district expectations.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement to meet standards. MPPR performance and artifacts demonstrate that the principal is developing and is below district expectations.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results need improvement do not meet standards. MPPR performance and artifacts demonstrate that the principal is ineffective and is well-below district expectations.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Monday, December 16, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

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Updated Tuesday, April 08, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/560699-Df0w3Xx5v6/17395317-Principal PIP_1 4.8.14.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Procedures An administrator may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised within one appeal, provided that the administrator knew or could have reasonably know the ground(s) existed at the time of the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s) following the same timeline as the original appeal. The bargaining unit member shall, upon request, be entitled to Association representation at any time during the appeal process. Time limits specified in the appeals procedures may be extended by mutual agreement of the District and the Association. Any extention will be timely and expeditious in accordance with Education Law 3012c. APPR Subject to Appeal Procedure Any administrator in receipt of an APPR rating of either "ineffective or developing" may challenge that APPR according to the following procedures. In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded. Grounds for an Appeal An appeal may be filed challenging the APPR based upon one or more of the following grounds: • The substance of the Annual Professional Performance Review; • The district's alleged failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations; • The district's alleged failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures; effective beginning of the 2012-2013 school year. • The district's alleged failure to issue and/or implement the terms of the Administrator/Principal Improvement Plan, where applicable, as required under Education Law §3012-c • The principal improvement plan (PIP) appeals process will follow the same timeframes as those based on all other grounds. Appeal Process Notification of the Appeal An administrator may appeal his/her evaluation using the following procedure: Step One: Within ten (10) business days after receipt of his/her composite score, the administrator who questions his/her rating may request, via email, letter or a meeting with the Superintendent. The administrator will also forward to the Superintendent, along with his/her request for a meeting, the Appeal Form (see attachments). Within ten (10) business days after receiving the administrator's request for a meeting, the Superintendent will meet with the administrator to try and resolve the evaluation issue(s) in dispute. If the evaluation issues in dispute are resolved, the appeal will be considered resolved. Step Two: If the administrator and the Superintendent meet and fail to resolve the evaluation issue in dispute, the administrator may request to have his/her evaluation reviewed by an appeal panel consisting of: Two District Administrator (mutually agreed upon) and One Building Level Principal of the Appellant's Choice. The appeal panel and the appellant will meet within ten (10) business days from the meeting with the Superintendent. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. The determination of the panel is final. The appeal panel's decision is not subject to the grievance process. Upon completion of the appeal at any level, copies of the appeal and supporting documentation will be attached to the evaluation and placed in the administrator's personnel file.

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.

Springville-Griffith Institute will ensure that all administrators in the district are trained as lead evaluators who will be certified to conduct evaluation consistent with regulations. The Superintendent will certify all lead evaluators in all 9 categories as per 30-2.9(b). Administrators spent 9 days in training by Erie 2 BOCES for initial certification. The training consisted of 45 contact hours between trainers and administrators and included alignment to the 9 assurance areas as outlined in NYS APPR regulation. Additional training will be offered of at least one day throughout the school year specific to the locally negotiated rubrics Multi-dimensional and Teachscape. Springville-Griffith Institute will insure that lead evaluators maintain inter-rater reliability over time. This inter-rater training and recertification training will occur during summer retreat meetings, at BOCES and Administrative Cabinet meetings set by the district. The evaluators will use NYSED Guidance documents/training materials, Teachscape and additional information/resources provided by NYSED.

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 Tuesday, April 30, 2013
Updated Wednesday, April 09, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/560700-3Uqgn5g9Iu/sign off 4.9.14.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Springville-Griffith Institute Central School District
Rubrics for Locally Selected Measures NOT Value Added

Growth Measure Scoring

Based on a target set for acceptable growth by each student's starting point as determined by baseline assessment such as AIMSWEB or a district-developed assessment.

Ineffective (0-2 points)	Developing (3-8 points)	Effective (9-17 points)	Highly Effective (18-20 points)
40% or less of students included in the measure meet or exceed their individualized targets	41% - 60% of students included in the measure meet or exceed their individualized targets	61% - 80% of students included in the measure meet or exceed their individualized targets	81% - 100% of students included in the measure meet or exceed their individualized targets
0-14 = 0 points 15-21 = 1 point 22-40 = 2 points	41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points	61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points	81-85 = 18 points 86-90 = 19 points 91-100 = 20 points

Achievement/Percentage Scoring

Based on target set of 70 percent on a district-developed assessment of 100 points.

Ineffective (0-2 points)	Developing (3-8 points)	Effective (9-17 points)	Highly Effective (18-20 points)
40% or less of students included in the measure demonstrate a score of 70 on the CCLS/ NYS Learning Standards/ expectations	41% - 60% of students included in the measure demonstrate a score of 70 on the CCLS/ NYS Learning Standards/ expectations	61% - 80% of students included in the measure demonstrate a score of 70 on the CCLS/ NYS Learning Standards/ expectations	81% - 100% of students included in the measure demonstrate a score of 70 on the CCLS/ NYS Learning Standards/ expectations
0-14 = 0 points 15-21 = 1 point 22-40 = 2 points	41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points	61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points	81-85 = 18 points 86-90 = 19 points 91-100 = 20 points

Achievement/Rubric Scoring

Based on target set for the average scale score (on a 4 point rubric) gained from baseline to end of course on a district-developed assessment.

Ineffective (0-2 points)	Developing (3-8 points)	Effective (9-17 points)	Highly Effective (18-20 points)
40% or less of students included in the measure demonstrate a rubric score of 3 on the CCLS/ NYS Learning Standards /expectations	41% - 60% of students included in the measure demonstrate a rubric score of 3 on the CCLS/ NYS Learning Standards /expectations	61% - 80% of students included in the measure demonstrate a rubric score of 3 on the CCLS/ NYS Learning Standards /expectations	81% - 100% of students included in the measure demonstrate a rubric score of 3 on the CCLS/ NYS Learning Standards /expectations
0-14 = 0 points 15-21 = 1 point 22-40 = 2 points	41-44 = 3 points 45-48 = 4 points 49-51 = 5 points 52-54 = 6 points 55-57 = 7 points 58-60 = 8 points	61-63 = 9 points 64-66 = 10 points 67-68 = 11 points 69-70 = 12 points 71-72 = 13 points 73-74 = 14 points 75-76 = 15 points 77-78 = 16 points 79-80 = 17 points	81-85 = 18 points 86-90 = 19 points 91-100 = 20 points

Rubrics for Locally Selected Measures for Value Added

Growth Measure Scoring

Based on a target set for acceptable growth by each student's starting point as determined by baseline assessment, such as AIMSWEB or district-developed assessment.

Ineffective (0-2 points)	Developing (3-7 points)	Effective (8-13 points)	Highly Effective (14-15 points)
40% or less of students included in the measure meet or exceed their individualized targets	41% - 60% of students included in the measure meet or exceed their individualized targets	61% - 80% of students included in the measure meet or exceed their individualized targets	81% - 100% of students included in the measure meet or exceed their individualized targets
0-14 = 0 points 15-21 = 1 point 22-40 = 2 points	41-44 = 3 points 45-48 = 4 points 49-53 = 5 points 54-57 = 6 points 58-60 = 7 points	61-62 = 8 points 63-64 = 9 points 65-68 = 10 points 69-73 = 11 points 74-77 = 12 points 78-80 = 13 points	81-90 = 14 points 91-100 = 15 points

Achievement/Percentage Scoring

Based on target set of 70 percent on a district-developed assessment of 100 points.

Ineffective (0-2 points)	Developing (3-7 points)	Effective (8-13 points)	Highly Effective (14-15 points)
40% or less of students included in the measure demonstrate a score of 70 on the CCLS/ NYS Learning Standards / expectations	41% - 60% of students included in the measure demonstrate a score of 70 on the CCLS/ NYS Learning Standards / expectations	61% - 80% of students included in the measure demonstrate a score of 70 on the CCLS/ NYS Learning Standards / expectations	81% - 100% of students included in the measure demonstrate a score of 70 on the CCLS/ NYS Learning Standards / expectations
0-14 = 0 points 15-21 = 1 point 22-40 = 2 points	41-44 = 3 points 45-48 = 4 points 49-53 = 5 points 54-57 = 6 points 58-60 = 7 points	61-62 = 8 points 63-64 = 9 points 65-68 = 10 points 69-73 = 11 points 74-77 = 12 points 78-80 = 13 points	81-90 = 14 points 91-100 = 15 points

Achievement/Rubric Scoring

Based on target set for the average scale score (on a 4 point rubric) gained from baseline to end of course on a district-developed assessment.

Ineffective (0-2 points)	Developing (3-7 points)	Effective (8-13 points)	Highly Effective (14-15 points)
40% or less of students included in the measure demonstrate a rubric score of 3 on the CCLS/ NYS Learning Standards /expectations	41% - 60% of students included in the measure demonstrate a rubric score of 3 on the CCLS/ NYS Learning Standards /expectations	61% - 80% of students included in the measure demonstrate a rubric score of 3 on the CCLS/ NYS Learning Standards /expectations	81% - 100% of students included in the measure demonstrate a rubric score of 3 on the CCLS/ NYS Learning Standards /expectations
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Results of multiple measures translate into one overall score/rating for a teacher

- District/evaluator will assess the results of each measures separately, arriving at a HEDI rating and point value.
- Each measure **must** then be weighted proportionately based on the number of students included in all measures and then combined for one overall growth component score.
- Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.

Springville-Griffith Institute Central School District
Rubrics for Locally Selected Measures NOT Value Added

Growth Measure Scoring

Based on a target set for acceptable growth by each student's starting point as determined by baseline assessment such as AIMSWEB or a district-developed assessment.

Ineffective (0-2 points)	Developing (3-8 points)	Effective (9-17 points)	Highly Effective (18-20 points)
40% or less of students included in the measure meet or exceed their individualized targets	41% - 60% of students included in the measure meet or exceed their individualized targets	61% - 80% of students included in the measure meet or exceed their individualized targets	81% - 100% of students included in the measure meet or exceed their individualized targets
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Achievement/Percentage Scoring

Based on target set of 70 percent on a district-developed assessment of 100 points.

Ineffective (0-2 points)	Developing (3-8 points)	Effective (9-17 points)	Highly Effective (18-20 points)
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Achievement/Rubric Scoring

Based on target set for the average scale score (on a 4 point rubric) gained from baseline to end of course on a district-developed assessment.

Ineffective (0-2 points)	Developing (3-8 points)	Effective (9-17 points)	Highly Effective (18-20 points)
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Results of multiple measures translate into one overall score/rating for a teacher

- District/evaluator will assess the results of each measures separately, arriving at a HEDI rating and point value.
- Each measure **must** then be weighted proportionately based on the number of students included in all measure and then combined for one overall growth component score.
- Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.

Springville-Griffith Institute Central School District
Professional Performance Review Score Calculation

The following formula (calculated to the hundredth) will be used to determine the total average rubric score (rounded to the tenth):

Total Average Rubric Score = (Average score Domains 1 & 4 * .48) + (Average score Domains 2 & 3 * .52)

Example: Average score Domains 1 & 4 = 2.7
Average score Domains 2 & 3 = 3

Total Average Rubric Score = (2.7 * .48) + (3 * .52) = 1.30 + 1.56 = 2.86 rounded to 2.9

The following conversation chart will be used to determine the Total Average Rubric Score to Professional Performance Review sub-component score out of 60 points.

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0 - 49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50 - 56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57 - 58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
Highly Effective 59 - 60		
3.3		59
3.4		59
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

Conversion chart provided by NYSUT

Example: Total Average Rubric Score of 2.9 converted to 58 points (Effective).

Springville-Griffith Institute Central School District
TEACHER IMPROVEMENT PLAN (TIP)

The District shall provide timely and constructive feedback to classroom teachers on their APPR by providing each teacher with his or her scores on the APPR Composite Score Report (Appendix 7) within 30 days of the District receiving the teacher's State subcomponent score, but no later than September 1st.

Upon receiving a rating of "developing" or "ineffective" a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of the TIP is the improvement of teaching practice and that issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. Union representation shall be afforded at the teacher's request. The Association President shall be informed within twenty-four hours, whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher.

The teacher, the building administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel, shall be borne by the District in their entirety.

_____	_____
For the District	For the Association
_____	_____
Date	Date

SPRINGVILLE-GRIFFITH INSTITUTE CENTRAL SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
COMPOSITE SCORE REPORT

Teacher: _____ School Year: _____

Subject or Level: _____ Building: _____

	Not Value Added	Value Added
State Growth or Comparable Score	/20	/25

	Not Value Added	Value Added
Locally Selected Assessment Score	/20	/15

	Not Value Added	Value Added
APPR Process	/60	/60

Total Composite Scores	/100	/100

Teacher Effectiveness Rating:

- ☐ Highly Effective (91 – 100)
- ☐ Effective (75 - 90)
- ☐ Developing (64 - 74)
- ☐ Ineffective (0 - 64)

Evaluator Comments:

Teacher Comments:

This material is being placed in your Official Personnel File. Pursuant to the professional agreement, you have the opportunity to make written comments on said material within (10) ten school days.

Signed _____, Teacher Date _____

Signed _____, Evaluator Date _____

Professional Performance Improvement Plan

Name:	Building:	Grade/Subject Area:
Initial Conference Date:	Administrator:	

I. Area(s) in need of improvement:

II. Action plan (including performance goals, expectations, benchmarks, standards and timeline):

III. Measurement and monitoring of progress:

IV. Professional development opportunities (including materials, resources, supports and assignment of mentor teacher, if appropriate):

_____ Date_____
Teacher Signature

_____ Date_____
Administrator(s) Signature

Revised 9/12

Springville-Griffith Institute Central School District
Locally Selected Measures for Principals

HEDI points will be allocated to principals school-wide based on the percent increase/decrease in student proficiency (level 3 or higher on 3-8 State Assessments and 65 or higher on Regents) on the listed assessments as compared to the prior school year.

20 point scale

HEDI Category	HEDI Points	Percent Change
Highly effective	20	7
Highly effective	19	6
Highly effective	18	5
Effective	17	4
Effective	16	3
Effective	15	2
Effective	14	1
Effective	13	0
Effective	12	-1
Effective	11	-2
Effective	10	-3
Effective	9	-4
Developing	8	-5
Developing	7	-6
Developing	6	-7
Developing	5	-8
Developing	4	-9
Developing	3	-10
Ineffective	2	-11
Ineffective	1	-12
Ineffective	0	-13

15 point scale – ***For use when the Value-Added Model is implemented.***

HEDI Category	HEDI Points	Percent Change
Highly effective	15	5
Highly effective	14	4
Effective	13	3
Effective	12	2
Effective	11	1
Effective	10	0
Effective	9	-1
Effective	8	-2
Developing	7	-3
Developing	6	-4
Developing	5	-5
Developing	4	-6
Developing	3	-7
Ineffective	2	-8
Ineffective	1	-9
Ineffective	0	-10

Springville-Griffith Institute Central School District
MPPR Point Distribution

DOMAIN		Highly Effective	Effective	Developing	Ineffective
1 (10 points)	Shared Vision of Learning	6	5	2	0
	Support Evidence/Documentation	4	3	2	0
2 (10 points)	School Culture and Instructional Program	6	5	2	0
	Support Evidence/Documentation	4	3	2	0
3 (10 points)	Safe, Efficient, Effective Learning Environment	6	5	2	0
	Support Evidence/Documentation	4	3	2	0
4 (10 points)	Community	6	5	2	0
	Support Evidence/Documentation	4	3	2	0
5 (10 points)	Integrity, Fairness, Ethics	6	5	2	0
	Support Evidence/Documentation	4	3	2	0
6 (10 points)	Political, Social, Economic, Legal and Cultural Context	6	5	2	0
	Support Evidence/Documentation	4	3	2	0

Springville-Griffith Institute Central School District
Principal Improvement Plan (PIP)

Upon receiving an overall rating of "developing or ineffective", and administrator shall be provided with a Principal Improvement Plan (PIP) as soon as applicable, but in no case later than ten (10) days after the date on which teachers are required to report prior to the opening of classes for the following school year but no later than September 1st.

The sole purpose of the PIP is the improvement of instructional leadership practice. The goal is to provide resources and support for administrators who have been rated as "developing or ineffective." The administrator and superintendent will jointly determine the goals, expectations, benchmarks, standards and timelines the administrator must meet in order to achieve an effective rating; how improvement will be measured and monitored, and provide for periodic reviews of progress; and the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the administrator including, where appropriate, the assignment of a mentor administrator.

After the PIP is in place, the administrator, superintendent, mentor (if applicable) and an association representative (if requested by the administrator) shall meet, according to the schedule identified in the PIP, to assess the effectiveness and appropriateness of the PIP, for the purpose of assisting the administrator to achieve the goals set forth in the PIP. After each scheduled meeting, the Superintendent will provide a written feedback on the PIP form within seven (7) school days. Based on the outcome of such assessment(s), the PIP shall be modified accordingly and/or terminated.

VII. Final Evaluations shall be provided to principals no later than September 1 annually or within ten (10) days of receiving the needed information from the State Education Department. Scores and ratings on Locally Selected Measures of Achievement and the "Other Measures" of Effectiveness shall be provided no later than August 1st annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within ten (10) business days of receipt of those achievement results.

Springville Griffith Institute CSD
Principal Improvement Plan (PIP)

The sole purpose of the PIP is the improvement of instructional leadership practice. The goal is to provide resources and support for administrators who have been rated as "developing or ineffective." The Superintendent and administrator will jointly determine the strategies to be undertaken to correct the deficiencies.

Administrator Name: _____ Title:_____
School: _____
Association Rep.: _____
Superintendent: _____
Date: _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them:

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the administrator must meet in order to achieve an effective rating:

Objective(s)	Timeline	Process

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor administrator:

- ☐ Yes
- ☐ No

Name of Mentor: _____

The administrator, superintendent, mentor (if applicable) and an association representative (if requested by the administrator) shall meet at least quarterly to assess the effectiveness and appropriateness of the PIP in assisting the

administrator to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly and/or terminated.

Superintendent's Signature_____ Date_____

Administrator's Signature _____ Date_____

Meeting Dates:

Date: _____
Superintendent Comments:

Administrator Comments:

Date: _____
Superintendent Comments:

Administrator Comments:

Date: _____
Superintendent Comments

Administrator Comments:

Recommendation for Results of PIP

- ☐ The administrator has met the performance goals identified through the PIP
- ☐ The administrator has not met the performance goals

Next Steps

Superintendent's Signature _____ Date: _____

Administrator's Signature _____ Date: _____

Administrator's signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with his/her superintendent. Administrators shall have the right to insert written explanation or response to written feedback of the superintendent within 10 business days, which may be considered during the appeals process.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

4/8/14

Teachers Union President Signature: Date:

4/8/2014

Administrative Union President Signature: Date:

4/8/14

Board of Education President Signature: Date:

Delia G. Bienenberger 4/8/2014