



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

Acting Commissioner of Education
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March 23, 2015

Revised

Robert Mackey, Superintendent
Unadilla Valley Central School District
PO Box F
New Berlin, NY 13411

Dear Superintendent Mackey:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: William Tamaro

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, November 03, 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 : 081003040000

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

081003040000

1.2) School District Name: UNADILLA VALLEY CSD

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

UNADILLA VALLEY CENTRAL SCHOOL DISTRICT

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, February 23, 2015

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

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

If no State assessment or Regents exam exists:

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

| | ELA | Assessment |
|---|---|--------------------------------|
| K | District, regional, or BOCES-developed assessment | District Developed K ELA |
| 1 | District, regional, or BOCES-developed assessment | District Developed Grade 1 ELA |
| 2 | District, regional, or BOCES-developed assessment | District Developed Grade 2 ELA |

| | ELA | Assessment |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|--------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See upload in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See upload in 2.11 |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See upload in 2.11 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See upload in 2.11 |

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). See upload in 2.11

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

| | Math | Assessment |
|---|---|---------------------------|
| K | District, regional, or BOCES-developed assessment | District Developed K Math |
| 1 | District, regional, or BOCES-developed assessment | District Developed 1 Math |
| 2 | District, regional, or BOCES-developed assessment | District Developed 2 Math |

| | 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. | See upload in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See upload in 2.11 |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See upload in 2.11 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See upload in 2.11 |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See upload in 2.11 |

2.4) Grades 6-8 Science

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

| | Science | Assessment |
|---|--|------------------------------|
| 6 | District, regional or BOCES-developed assessment | District Developed 6 Science |
| 7 | District, regional or BOCES-developed assessment | District Developed 7 Science |

| | 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. | See upload in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See upload in 2.11 |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See upload in 2.11 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See upload in 2.11 |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See upload in 2.11 |

2.5) Grades 6-8 Social Studies

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

| | Social Studies | Assessment |
|---|--|-------------------------------------|
| 6 | District, regional or BOCES-developed assessment | District Developed 6 Social Studies |
| 7 | District, regional or BOCES-developed assessment | District Developed 7 Social Studies |
| 8 | District, regional or BOCES-developed assessment | District Developed 8 Social Studies |

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. | See upload in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See upload in 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See upload in 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See upload in 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See upload in 2.11 |

2.6) High School Social Studies Regents Courses

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

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

| | | Assessment |
|----------|---|-----------------------------|
| Global 1 | District, regional, or BOCES-developed assessment | District Developed Global 1 |

| | 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. | See upload in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See upload in 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See upload in 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See upload in 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See upload in 2.11 |

2.7) High School Science Regents Courses

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

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

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

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

| | |
|---|--------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See upload in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See upload in 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See upload in 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See upload in 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See upload in 2.11 |

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See upload in 2.11 Both the 2005 standards and CC math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See upload in 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See upload in 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See upload in 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See upload in 2.11 |

2.9) High School English Language Arts

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

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

| | High School English Courses | Assessment |
|--------------|--|---|
| Grade 9 ELA | District, regional or BOCES-developed assessment | District Developed ELA 9 |
| Grade 10 ELA | District, regional or BOCES-developed assessment | District Developed ELA 10 |
| Grade 11 ELA | Regents assessment | NYS Comprehensive/CC ELA Regents Assessment |

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

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

| | |
|---|--|
| 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. | See upload in 2.11 Both the 2005 standards and CC ELA regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See upload in 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See upload in 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See upload in 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See upload in 2.11 |

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

| Course(s) or Subject(s) | Option | Assessment |
|-------------------------|---------------------------------------|--|
| Computer Applications | District, Regional or BOCES-developed | District Developed Computer Applications |
| Career & Finance | District, Regional or BOCES-developed | District Developed Career & Finance |
| English 12 | District, Regional or BOCES-developed | District Developed ELA 12 |
| Government | District, Regional or BOCES-developed | District Developed Government |
| Economics | District, Regional or BOCES-developed | District Developed Economics |
| Math Skills | District, Regional or BOCES-developed | District Developed Math Skills |
| Algebra Ia | District, Regional or BOCES-developed | District Developed Algebra Ia |
| Geometry Ia | District, Regional or BOCES-developed | District Developed Geometry Ia |
| Pre Calculus | District, Regional or BOCES-developed | District Developed Pre Calculus |
| Calculus | District, Regional or BOCES-developed | District Developed Calculus |

| | | |
|---|---------------------------------------|--|
| Agricultural Mechanics | District, Regional or BOCES-developed | District Developed Agricultural Mechanics |
| Forensics | District, Regional or BOCES-developed | District Developed Forensics |
| Advanced Biology | District, Regional or BOCES-developed | District Developed Advanced Biology |
| Psychology | District, Regional or BOCES-developed | District Developed Psychology |
| Animal Science | District, Regional or BOCES-developed | District Developed Animal Science |
| Agricultural Science | District, Regional or BOCES-developed | District Developed Agricultural Science |
| Environmental Science | District, Regional or BOCES-developed | District Developed Environmental Science |
| All other courses not mentioned above | District, Regional or BOCES-developed | District Developed Course Specific Assessments |
| 4-8 ELA and Math teachers not receiving a state issued growth score | State Assessment | NYS 4-8 ELA & Math Assessments |

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. | See upload in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See upload in 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See upload in 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See upload in 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See upload in 2.11 |

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1297117-TXEttx9bQW/Task 2.11 upload_2.docx

2.12) Locally Developed Controls

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

incentives associated with the controls or adjustments.

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

No controls used

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 |
| 2.14) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Checked |
| 2.14) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. | Checked |

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 4 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 5 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 6 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 7 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 8 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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 Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building) The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or |
|--|---|

higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11). (The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):
 Ineffective 0-2 Effective 9-17
 Developing 3-8 Highly Effective 18-20

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

3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 4 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 5 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 6 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 7 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 8 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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

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

| | |
|---|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p> | <p>The Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building) The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11). (The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Effective 9-17 Developing 3-8 Highly Effective 18-20</p> |
| <p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>See upload in task 3.3</p> |
| <p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>See upload in task 3.3</p> |
| <p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>See upload in task 3.3</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>See upload in task 3.3</p> |

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1297118-rhJdBgDruP/Task 3.3 and 3.13 upload_2.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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| K | 6(ii) School-wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 1 | 6(ii) School-wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 2 | 6(ii) School-wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 3 | 6(ii) School-wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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

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

| | |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>The Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building) The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11). (The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Effective 9-17 Developing 3-8 Highly Effective 18-20</p> |
| <p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>See upload in task 3.13</p> |
| <p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>See upload in task 3.13</p> |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>See upload in task 3.13</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>See upload in task 3.13</p> |

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| K | 6(ii) School-wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

| | | |
|---|--|--|
| 1 | 6(ii) School-wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 2 | 7) Student Learning Objectives | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 3 | 6(ii) School-wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>The Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building)</p> <p>The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11).</p> <p>(The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)</p> <p>The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Effective 9-17 Developing 3-8 Highly Effective 18-20</p> |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |

3.6) Grades 6-8 Science

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 6 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 7 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 8 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>The Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building)</p> <p>The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11).</p> <p>(The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)</p> <p>The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Effective 9-17 Developing 3-8 Highly Effective 18-20</p> |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |

3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 6 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 7 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| 8 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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. | <p>The Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building) The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11). (The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Effective 9-17 Developing 3-8 Highly Effective 18-20</p> |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |

3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------|---|--|
| Global 1 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| Global 2 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| American History | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>The Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building) The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11). (The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Effective 9-17 Developing 3-8 Highly Effective 18-20</p> |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See upload in task 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for | See upload in task 3.13 |

grade/subject.

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

See upload in task 3.13

3.9) High School Science

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------------|---|--|
| Living Environment | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| Earth Science | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| Chemistry | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| Physics | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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 Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building)
The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11).
(The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)
The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):
Ineffective 0-2 Effective 9-17
Developing 3-8 Highly Effective 18-20

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

3.10) High School Math

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|-----------|---|--|
| Algebra 1 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| Geometry | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| Algebra 2 | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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

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

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>The Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building)</p> <p>The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher).</p> <p>Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered.</p> <p>The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all</p> |
|---|---|

teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11).
 (The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)
 The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):
 Ineffective 0-2 Effective 9-17
 Developing 3-8 Highly Effective 18-20

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

3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------|---|--|
| Grade 9 ELA | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| Grade 10 ELA | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |
| Grade 11 ELA | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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

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

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

| | |
|---|--|
| 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 Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building) The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will |
|---|--|

be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11). (The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):
 Ineffective 0-2 Effective 9-17
 Developing 3-8 Highly Effective 18-20

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

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

| Course(s) or Subject(s) | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------------------------|---|--|
| All other courses not listed above | 6(ii) School wide measure computed locally | Proficiency Rate on All 3-12 State Assessments and regents given in the building |

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 Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building)
 The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11).
 (The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)
 The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):
 Ineffective 0-2 Effective 9-17
 Developing 3-8 Highly Effective 18-20

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

See upload in task 3.13

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

See upload in task 3.13

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

See upload in task 3.13

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

See upload in task 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1297118-y92vNseFa4/Task 3.3 and 3.13 upload_2.docx

3.14) Locally Developed Controls

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

incentives associated with the controls or adjustments.

No controls used

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.

All teachers will receive one score.

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 |
| 3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade. | Checked |
| 3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. | Checked |

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, February 23, 2015

Page 1

4.1) Teacher Practice Rubric

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

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

| | |
|---------------------------------------|---|
| 4.1) Teacher Practice Rubric Rubric | Marzano's Causal Teacher Evaluation Model |
|---------------------------------------|---|

| | |
|------------------------------|---------------|
| Second Rubric, if applicable | (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] | 60 |
| One or more observation(s) by trained independent evaluators | 0 |
| Observations by trained in-school peer teachers | 0 |
| Feedback from students using State-approved survey tool | 0 |
| Feedback from parents/caregivers using State-approved survey tool | 0 |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 0 |

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

| | |
|--|---------------|
| [SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2 | (No response) |
| [SurveyTools.1] Tripod Elementary Student Perception Survey 3-5 | (No response) |
| [SurveyTools.2] Tripod Secondary Student Perception Survey | (No response) |
| [SurveyTools.3] District Variance | (No response) |
| [SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12 | (No response) |

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teacher Practice Rubrics

The following process will be used to complete the 60% review for teachers:

Teacher Roles:

- Laser-like focus on learning and use of achievement data to build a culture of continuous improvement.
- Spend as much time as possible engaging students in rigorous and rich learning opportunities using research based practices.
- Collaborate professionally with their peers working interdependently toward a common goal aimed at improving learning and student achievement.
- Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in learning.
- Participate in professional development which leads to improved student learning and achievement.

Evaluation Requirements:

- The use of multiple measures of teacher performance
- At least a majority of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:
 - o Observations may be conducted in person
- Any remaining points shall be allocated to one or more of the following and assessed using the practice rubric:
 - o Observation(s) by trained evaluators independent of school
 - o Observations by trained in-school peer teachers
 - o Feedback from students and/or parents using State-approved survey tools
 - o Structured review of lesson plans, student portfolios and/or other teacher artifacts
- Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.

Teacher Observations:

1. Tenured teachers will be observed a minimum of two (2) times per year using the walk through or informal observation model and an evidence binder review.
2. Non-tenured teachers will be observed a minimum of three (3) times per year using the walk through or informal observation model and an evidence binder review.
3. Teachers on improvement plans will be observed a minimum of three (3) times per year using the walk through or informal observation model and an evidence binder review.

The District will use the Marzano Causal Teacher Evaluation Model Rubric. Because each element of the agreed upon rubric lists very specific teacher and/or student evidence that should be observable or reviewable by the principal/administrator all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review, application of targeted professional development to teacher practice, and other items collaboratively agreed upon by the teacher and administrator in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Marzano Causal Evaluation Model Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.

1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0). The rating of "Ineffective" will be inclusive of 0 & 1 ratings of an element combined as a 1.
2. Multiple scores of the same element will be averaged together. The score for each Domain will be an average of the scores for the observed and/or reviewed elements identified under each Domain.
3. Using the four domain frequency scores, compute the weighted average to obtain the Status Score. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

- a. Domain 1: 68%, 41 Elements
- b. Domain 2: 14%, 8 Elements
- c. Domain 3: 8%, 5 Elements
- d. Domain 4: 10%, 6 Elements

This weighting system distinguishes the Marzano Causal Evaluation Model from traditional evaluation models in that Domain 1 carries the most weight as these strategies are directly related to student learning. Additionally, the most emphasis is placed on the domain proven by research to have the most direct, CAUSAL impact on student achievement.

The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:

- a. Highly Effective (3.5 – 4.0)
- b. Effective (2.5 – 3.4)
- c. Developing (1.5 – 2.4)
- d. Ineffective (1.0 – 1.4)

The Instructional Practice Score reflects teachers' performance across all elements within the framework (Domains 1-4) and accounts for teachers' experience levels. Further it assigns weight to the domain with the greatest impact on student achievement (Domain 1) and acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework.

The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective. The average rubric scores in the upload are the minimum values necessary to earn each corresponding 0-60 HEDI point.

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

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

| | |
|---|--|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | <p>HEDI Score=59-60</p> <p>All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.</p> |
| Effective: Overall performance and results meet NYS Teaching Standards. | <p>HEDI Score=57-58</p> <p>All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.</p> |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | <p>HEDI Score=50-56</p> <p>All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.</p> |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | <p>HEDI Score=0-49</p> <p>All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.</p> |

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 | 0 |
| Informal/Short | 3 |
| 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?

- Not Applicable

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 | 0 |
| Informal/Short | 2 |
| 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?

- Not Applicable
-

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 Wednesday, May 07, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, December 18, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/1297121-Df0w3Xx5v6/Task 6.2 upload_1.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:

Teacher Appeal Process

Appeals Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force.

1. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related

to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.

2. The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's or principal/administrator's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

3. This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A tenured teacher who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

(5) An appeal committee will be convened consisting of two (2) administrators designated by the Superintendent and two (2) teachers designated by the Association President. The appeal committee shall be flexible and determined on a case by case basis. The appeal committee shall meet outside of the teacher's regular work day and no member of the committee shall receive additional compensation.

(6) Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) The appeal committee will meet within fifteen (15) calendar days of the Superintendent's receipt of an appeal to hear the appeal.

(9) The appeal committee shall issue a written decision on the merits of the appeal no later than ten (10) calendar days from the date the appeal hearing ends.

(10) If a majority of the appeal committee dismissed the appeal, the teacher's score and evaluation shall remain unchanged and the appeal process shall end.

(11) If a majority of the committee sustains the appeal, the appeal shall be forwarded to the Superintendent to review the appeal for a final determination. The Superintendent shall not conduct formal observations of tenured teachers under this APPR. The Superintendent may continue to conduct formal observations of probationary teachers and walkthrough observations of all teachers. The Superintendent may serve as the appeal officer even if he/she conducted a walkthrough of a tenured teacher.

If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teachers score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

The Superintendent shall issue a written decision on the appeal no later than ten (10) calendar days from the date the appeal was received from the appeal committee.

(12) The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

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.

Inter-Rater Reliability

In summary, a White Paper published by the New York State Council of School Superintendents quotes Charlotte Danielson describing inter-rater reliability as “trained evaluators who can make accurate and consistent judgments based on evidence.” In the broadest sense, three primary “gates” for effective evaluation—fairness, reliability, and validity—must be recognized, established and maintained as the cornerstones of efficacious administrator and teacher evaluation systems. To this end, the Unadilla Valley Central School District will work with the DCMO BOCES Network Team and Learning Sciences International to ensure all lead evaluators maintain inter-rater reliability over time and they are certified and re-certified by the board of education on an annual basis. Specifically, to maintain an acceptable standard of inter-rate reliability, lead evaluators in the Unadilla Valley Central School District will be subject to targeted professional development activities designed to teach best practice data collection, analysis, and reporting methods. Furthermore, the analysis of administrator and teacher artifacts, e.g. homework assignments, projects, quizzes, and parental letters, reports, etc..., will be cross-referenced with employee observation reports. Scheduled lead evaluator training activities will include teaching installments designed to encourage group analysis and scoring of administrator and teacher practice videos using SED approved rubrics. Finally, the District will work internally and with neighboring schools to schedule “Instructional Rounds” for teacher observations and teacher and principal evidence reviews as a means to collaborate, observe, reflect and share highly effective inter-rater reliability practices.

The minimum duration of training for new evaluators will be at least 40 hours. Training for new and veteran evaluators will address the 9 elements identified in regent’s rules section 30-2.9.

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, February 23, 2015

Page 1

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

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

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

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

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

| |
|------|
| K-5 |
| 6-12 |
| |
| |
| |
| |
| |

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 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.

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

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment |
|------------------------|----------------------------|--|
| K-5 | State assessment | NYS grades 3-5 ELA and Math assessments |
| 6-12 | State assessment | NYS grades 6-8 ELA and Math assessments and all applicable regents assessments |

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. | The Process for Administrators: Principals/administrators will receive points based on the students’ performance on the assessments as determined by the State Education Department. Options for calculating the State Growth Component score for principals/administrators: a) Result of student growth as applied to State assessments |
|--|--|

b) If the State provides growth scores for the grades K-5 and 6-12 principal(s), and such scores represent less than 30% of the students supervised by that principal, the District will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s).

For SLOs, based on historical data, the K-5 principal in collaboration with the superintendent has set a minimum rigor expectation for growth of a score of Level 2 or higher. The 6-12 principal, in collaboration with the superintendent, has set a minimum rigor expectation for growth of a score of Level 2 or higher on Grades 6-8 ELA and Math State assessments, and of a score of 65 or higher on applicable Regents Assessments. A principal will receive a HEDI score based upon the percent of students reaching their target.

Both the 2005 Standards and Common Core ELA and Math Regents will be administered to students in Common Core courses, so long as permissible. The higher of the two scores will be used for APPR purposes. When administration of the 2005 Standards Regents is no longer permitted, only the Common Core Math Regents will be given.

c) If the principal/administrator is not covered by a State-provided growth measure, the principal/administrator must complete a Student Learning Objective as described above.

d) The total percentage of students meeting or exceeding their minimum rigor expectations will be used to determine the HEDI score. The proficiency rate values will be the minimum necessary to earn the corresponding 0-20 HEDI score (for example: 55-59%=11).

The HEDI scoring ranges will be:

Ineffective 0-2 Effective 9-17

Developing 3-8 Highly Effective 18-20

| | |
|---|------------|
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test). | See upload |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See upload |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See upload |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). | See upload |

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/12156/1297122-lha0DogRNw/Task 7.3 upload_5.docx

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 |
| 7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Checked |
| 7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. | Checked |

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, December 11, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration/Program | Locally-Selected Measure from List of Approved Measures | Assessment |
|-----------------------------|---|--|
| K-5 | (d) measures used by district for teacher evaluation | Proficiency Rate on All 3-12 State Assessments |
| 6-12 | (d) measures used by district for teacher evaluation | Proficiency Rate on All 3-12 State Assessments |

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

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

| | |
|--|--|
| <p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p> | <p>The Process for all principals/administrators: (Unadilla Valley Central School District is comprised of one PK-12 school building)</p> <p>The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered. The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all principals/administrators.</p> <p>(The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)</p> |
|--|--|

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

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

(No response)

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

assets/survey-uploads/12190/1297123-qBFVOWF7fC/Task 8.1 and 8.2 upload_2.docx

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

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

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

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

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

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

- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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. | NA |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | NA |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | NA |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | NA |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | NA |

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls used

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.

All principals will receive one locally selected measure.

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 |
| 8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Check |
| 8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. | Check |

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, February 23, 2015

Page 1

9.1) Principal Practice Rubric

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

| | |
|---|---------------------------------------|
| 9.1) Principal Practice Rubric Rubric | Marzano's School Administrator Rubric |
|---|---------------------------------------|

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

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principal Practice Rubrics

The following process will be used to complete the point other measures component for administrators:

Principal/Administrator Roles:

- Laser-like focus on teaching and learning and use of achievement data to build a culture of continuous improvement.
- Spend as much time as possible in classrooms to collect evidence and artifacts of effective practice.
- Collaborate professionally with teachers about their performance to work interdependently toward a common goal aimed at improving learning and student achievement.
- Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in teaching and learning.
- Participate in professional development which leads to improved leadership, teacher efficacy, student learning, and student achievement.

Evaluation Requirements:

- The use of multiple measures of principal/administrator performance
- At least a majority of the 60 points shall be based on supervisor's broad assessment of principal leadership and management actions based on the practice rubric:
 - o Must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be unannounced
 - o Must include at least two other sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families using a State-approved tool; review of school documents, records, and/or State accountability processes
- Any remaining points shall be assigned based on results of one or more ambitious and measureable goals set collaboratively with supervisors:
 - o At least one goal must address the principal's/administrator's contribution to improving teacher effectiveness, based on 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/administrator on specific teacher effectiveness standards in the practice rubric
 - o Any other goals shall address quantifiable and verifiable improvements in academic results or the schools learning environment (e.g. student or teacher attendance)
- Any remaining leadership standards not addressed in the assessment of the principal's/administrator's leadership and management actions must be assessed at least once a year.

Principals'/Administrators' Observations:

1. Tenured principals'/administrators' will be observed a minimum of two (2) times per year using the walk through or informal observation model and an evidence binder review.
2. Non-tenured principals'/administrators' will be observed a minimum of three (3) times per year using the walk through or informal

observation model and an evidence binder review.

3. Principals'/administrators' on improvement plans will be observed a minimum of three (3) times per year using the walk through or informal observation model and an evidence binder review.

The superintendent and administrator will collaboratively complete the professional growth goal setting process that will be used to review evidence and/or artifacts for evaluation of elements within the Domains that can't be observed.

1. Look at the previous year's results of assessments (local and state) that apply under the responsibility of the administrator.

2. Determine areas of focus (building/district goals).

3. Create up to two (2) SLO's/SMART goals based on locally developed LINKS School Improvement Plan each year.

4. Determine benchmark/targets for each goal.

5. Review progress and work collaboratively with the administrative team to evaluate progress toward their goal(s) and improvement in student learning. The administrator will provide two quarterly narratives of progress and provide student achievement data to support their summary. A final report will be submitted at least three (3) weeks prior to their summative review conference in order to determine the final local assessment component HEDI score.

The District will use the Marzano School Leadership Evaluation Model Rubric. Because each element of the agreed upon rubric lists very specific principal/administrator and/or student evidence that should be observable or reviewable by the supervisor all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact, application of targeted professional development to principal/administrator practice, and other items collaboratively agreed upon by the principal/administrator and supervisor in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories

The principal's/administrator's status score reflects his/her overall understanding and application of the Marzano School Leadership Evaluation Model Rubric Five Domains: Domain 1: A Data-Driven Focus on Student Achievement; Domain 2: Continuous Improvement of Instruction; Domain 3: A Guaranteed and Viable Curriculum; Domain 4: Cooperation and Collaboration; Domain 5: School Climate.

The following steps outline the process used to calculate status score. The Status Score aggregates principals' ratings across all observed elements within the framework to result in a score.

1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0). The rating of "Ineffective" will be inclusive of 0 & 1 ratings of an element combined as a 1.

2. Multiple scores of the same element will be averaged together. The score for each Domain will be an average of the scores for the observed and/or reviewed elements identified under each Domain.

3. Using the five domain frequency scores, compute the weighted average to obtain the Status Score. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

a. Domain 1: 20%

b. Domain 2: 30%

c. Domain 3: 15%

d. Domain 4: 20%

e. Domain 5: 15%

The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:

a. Highly Effective (3.5 – 4.0)

b. Effective (2.5 – 3.4)

c. Developing (1.5 – 2.4)

d. Ineffective (1.0 – 1.4)

The Instructional Practice Score reflects principals'/administrators' performance across all elements within the framework (Domains 1-5) and accounts for principals'/administrators' experience levels. Further it assigns weight to the domains with the greatest impact on student achievement (Domains 2 & 4) and acknowledges principals'/administrators' focus on deliberate practice by measuring principal/administrator improvement over time on specific elements within the framework.

The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective. The average rubric scores in the upload are the minimum values necessary to earn each corresponding 0-60 HEDI point.

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/12205/1297124-pMADJ4gk6R/Task 9.7 HEDI Chart upload_2.docx

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

| | | |
|--|------------------|---|
| Highly Effective: Overall performance and results exceed standards. | HEDI Score=59-60 | All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the "Other Measures Component". |
| Effective: Overall performance and results meet standards. | HEDI Score=57-58 | All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the "Other Measures Component". |
| Developing: Overall performance and results need improvement in order to meet standards. | HEDI Score=50-56 | All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the "Other Measures Component". |
| Ineffective: Overall performance and results do not meet standards. | HEDI Score=0-49 | All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the "Other Measures Component". |

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

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 Tuesday, November 04, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
 Composite Score

Highly Effective
 22-25
 14-15
 Ranges determined locally--see above
 91-100

Effective
 10-21
 8-13
 75-90

Developing
 3-9
 3-7
 65-74

Ineffective
 0-2
 0-2
 0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, February 23, 2015

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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/12168/1297126-Df0w3Xx5v6/Task 11.2 upload_2.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:

Principal Appeal Process
Appeals Purpose
The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force.
1. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related

to a tenured principal/administrator's annual professional performance review. The procedures contained herein are not available to probationary principals.

2. The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured principal/administrator's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

3. This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A tenured principal/administrator who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A principal/administrator may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A principal/administrator may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a principal/administrator performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the principal receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal/administrator's right to appeal that performance review.

(5) An appeal committee will be convened consisting of two (2) administrators designated by the Superintendent and two (2) principals/administrators designated by the Association President. The appeal committee shall be flexible and determined on a case by case basis. The appeal committee shall meet outside of the principal/administrator's regular work day and no member of the committee shall receive additional compensation.

(6) Under this appeals process the principal/administrator has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A principal/administrator wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) The appeal committee will meet within fifteen (15) calendar days of the Superintendent's receipt of an appeal to hear the appeal.

(9) The appeal committee shall issue a written decision on the merits of the appeal no later than ten (10) calendar days from the date the appeal hearing ends.

(10) If a majority of the appeal committee dismissed the appeal, the principal/administrator's score and evaluation shall remain unchanged and the appeal process shall end.

(11) If a majority of the committee sustains the appeal, the appeal shall be forwarded to the Superintendent to review the appeal for a final determination. The Superintendent may continue to conduct formal observations of probationary principals and walkthrough observations of all principals. The Superintendent may serve as the appeal officer even if he/she conducted a walkthrough of a tenured principal/administrator.

If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the principal/administrators score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

A tenured principal/administrator can request that a Superintendent from a neighboring school district using the same leadership practice rubric review the decision of the Unadilla Valley Central School District Superintendent before it is final if he/she was the lead evaluator who performed the principal/administrator's evaluation.

The Superintendent shall issue a written decision on the appeal no later than ten (10) calendar days from the date the appeal was received from the appeal committee.

(12) The principal/administrator's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

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.

Inter-Rater Reliability

In summary, a White Paper published by the New York State Council of School Superintendents quotes Charlotte Danielson describing inter-rater reliability as "trained evaluators who can make accurate and consistent judgments based on evidence." In the broadest sense, three primary "gates" for effective evaluation—fairness, reliability, and validity—must be recognized, established and maintained as the cornerstones of efficacious administrator and teacher evaluation systems. To this end, the Unadilla Valley Central School District will work with the DCMO BOCES Network Team and Learning Sciences International to ensure all lead evaluators maintain inter-rater reliability over time and they are certified and re-certified by the board of education on an annual basis. Specifically, to maintain an acceptable standard of inter-rate reliability, lead evaluators in the Unadilla Valley Central School District will be subject to targeted professional development activities designed to teach best practice data collection, analysis, and reporting methods. Furthermore, the analysis of administrator and teacher artifacts, e.g. homework assignments, projects, quizzes, and parental letters, reports, etc..., will be cross-referenced with employee observation reports. Scheduled lead evaluator training activities will include teaching installments designed to encourage group analysis and scoring of administrator and teacher practice videos using SED approved rubrics. Finally, the District will work internally and with neighboring schools to schedule "Instructional Rounds" for teacher observations and teacher and principal evidence reviews as a means to collaborate, observe, reflect and share highly effective inter-rater reliability practices.

The minimum duration of training for new evaluators will be at least 40 hours. Training for new and veteran evaluators will address the 9 elements identified in regent's rules section 30-2.9.

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, March 04, 2015

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/12158/1297127-3Uqgn5g9Iu/APPR Certification 030315.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.

Test Integrity

The District will ensure that all common or collaborative formative assessments (CFAs) are collaboratively developed in PLC teams. All assessments will be reviewed for necessary rigor and alignment with the appropriate common core learning standards (CCLS) and New York State assessments. The District will house assessments in a secure location until the time when the assessment will be administered to students and the teachers will not have access to the questions for use in their regular progress monitoring formative assessment. To the extent possible, local assessments will be collaboratively developed in PLC teams.

The teacher led Professional Learning Community (PLC) teams, in consultation with the curriculum coordinator, instructional coaches, CIO, administrative council, and the LINKS Team will develop collaborative or common formative assessments (CFA) to be given quarterly, three times per year. While the main purpose of these assessments will be to inform instruction and ensure learning, the raw scores will be tracked and used to measure student growth from the first CFA/BOY to the third CFA/EOY in each grade or course. This same group will put together before the start of each school year a local assessment administration calendar and disseminate it to all staff by third week of September each year to aid teachers and principals/administrators in planning.

Points Distribution for Teachers:

Teachers will administer the first CFA/BOY at or about the 8-10 week point of the year, the second CFA/MOY at or about the 20-22 week point of the year, and the third CFA/EOY at or about the 34-36 week point of the year or at a time deemed to be the appropriate seat time for students in classes that meet in semesters blocks or less than the whole year based on PLC Team and administrator review. The district will calculate a growth score by comparing the Growth Goal results to the Actual Growth results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award a HEDI score to teachers under the State Growth Component. Data will be collected from PLC Teams for each teacher for the first CFA/BOY results, second CFA/MOY results, and the third CFA/EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the first CFA/BOY compared to the third CFA/EOY results using the chart below and the excel file which will be made available to all teachers and administrators.

The HEDI scoring ranges will be:

| | | | |
|-------------|-----|------------------|-------|
| Ineffective | 0-2 | Effective | 9-17 |
| Developing | 3-8 | Highly Effective | 18-20 |

Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes.

| State Growth Comparable Measures Distribution of Points | | | |
|--|--------|--|----|
| <i>Enter Title of Assessment</i> | | <i>Enter Date of Assessment</i> | |
| Ave CFA 1/BOY | 27.493 | Teacher | 18 |

| | | | | |
|----------------------|--------|--|---------|--|
| Score: | | | Points: | |
| Ave CFA 3/EOY Score: | 74.293 | | | |
| Growth Factor: | 1.47 | | | |
| Maximum Score: | 100 | | | |

| | CFA 1/BOY Score | Growth Goal | CFA 3/EOY Score | Actual Growth | Percent of Growth Goal Achieved | Points Per Student |
|------------|-----------------|-------------|-----------------|---------------|---------------------------------|--------------------|
| Student 1 | 97 | 1.5 | 98 | 1.00 | 0.67 | 13.33 |
| Student 2 | 85 | 7.5 | 50 | -35.00 | -4.67 | 0.00 |
| Student 3 | 2 | 49 | 95 | 93.00 | 1.90 | 20.00 |
| Student 4 | 50 | 25 | 49 | -1.00 | -0.04 | 0.00 |
| Student 5 | 95 | 2.5 | 70 | -25.00 | -10.00 | 0.00 |
| Student 6 | 33 | 33.5 | 79 | 46.00 | 1.37 | 20.00 |
| Student 7 | 45 | 27.5 | 93 | 48.00 | 1.75 | 20.00 |
| Student 8 | 57 | 21.5 | 100 | 43.00 | 2.00 | 20.00 |
| Student 9 | 23 | 38.5 | 78 | 55.00 | 1.43 | 20.00 |
| Student 10 | 5 | 47.5 | 90 | 85.00 | 1.79 | 20.00 |
| Student 11 | 44 | 28 | 78 | 34.00 | 1.21 | 20.00 |
| Student 12 | 18 | 41 | 86 | 68.00 | 1.66 | 20.00 |
| Student 13 | 19 | 40.5 | 95 | 76.00 | 1.88 | 20.00 |
| Student 14 | 8 | 46 | 94 | 86.00 | 1.87 | 20.00 |
| Student 15 | 6 | 47 | 73 | 67.00 | 1.43 | 20.00 |
| Student 16 | 42 | 29 | 68 | 26.00 | 0.90 | 17.93 |
| Student 17 | 50 | 25 | 72 | 22.00 | 0.88 | 17.60 |
| Student 18 | 5 | 47.5 | 86 | 81.00 | 1.71 | 20.00 |
| Student 19 | 45 | 27.5 | 67 | 22.00 | 0.80 | 16.00 |
| Student 20 | 23 | 38.5 | 85 | 62.00 | 1.61 | 20.00 |
| Student 21 | 20 | 40 | 98 | 78.00 | 1.95 | 20.00 |
| Student 22 | 10 | 45 | 99 | 89.00 | 1.98 | 20.00 |
| Student 23 | 25 | 37.5 | 72 | 47.00 | 1.25 | 20.00 |
| Student 24 | 49 | 25.5 | 68 | 19.00 | 0.75 | 14.90 |
| Student 25 | 41 | 29.5 | 100 | 59.00 | 2.00 | 20.00 |
| Student 26 | 48 | 26 | 77 | 29.00 | 1.12 | 20.00 |
| Student 27 | 26 | 37 | 66 | 40.00 | 1.08 | 20.00 |
| Student 28 | 6 | 47 | 90 | 84.00 | 1.79 | 20.00 |
| Student 29 | 16 | 42 | 90 | 74.00 | 1.76 | 20.00 |
| Student 30 | 24 | 38 | 71 | 47.00 | 1.24 | 20.00 |
| Student 31 | 0 | 50 | 72 | 72.00 | 1.44 | 20.00 |

| | | | | | | |
|------------|----|------|-----|-------|-------|-------|
| Student 32 | 31 | 34.5 | 66 | 35.00 | 1.01 | 20.00 |
| Student 33 | 50 | 25 | 47 | -3.00 | -0.12 | 0.00 |
| Student 34 | 24 | 38 | 53 | 29.00 | 0.76 | 15.26 |
| Student 35 | 8 | 46 | 51 | 43.00 | 0.93 | 18.70 |
| Student 36 | 47 | 26.5 | 45 | -2.00 | -0.08 | 0.00 |
| Student 37 | 19 | 40.5 | 61 | 42.00 | 1.04 | 20.00 |
| Student 38 | 3 | 48.5 | 70 | 67.00 | 1.38 | 20.00 |
| Student 39 | 42 | 29 | 62 | 20.00 | 0.69 | 13.79 |
| Student 40 | 17 | 41.5 | 59 | 42.00 | 1.01 | 20.00 |
| Student 41 | 41 | 29.5 | 80 | 39.00 | 1.32 | 20.00 |
| Student 42 | 26 | 37 | 59 | 33.00 | 0.89 | 17.84 |
| Student 43 | 24 | 38 | 95 | 71.00 | 1.87 | 20.00 |
| Student 44 | 41 | 29.5 | 71 | 30.00 | 1.02 | 20.00 |
| Student 45 | 20 | 40 | 84 | 64.00 | 1.60 | 20.00 |
| Student 46 | 23 | 38.5 | 71 | 48.00 | 1.25 | 20.00 |
| Student 47 | 28 | 36 | 54 | 26.00 | 0.72 | 14.44 |
| Student 48 | 23 | 38.5 | 77 | 54.00 | 1.40 | 20.00 |
| Student 49 | 50 | 25 | 65 | 15.00 | 0.60 | 12.00 |
| Student 50 | 26 | 37 | 53 | 27.00 | 0.73 | 14.59 |
| Student 51 | 4 | 48 | 84 | 80.00 | 1.67 | 20.00 |
| Student 52 | 43 | 28.5 | 79 | 36.00 | 1.26 | 20.00 |
| Student 53 | 11 | 44.5 | 79 | 68.00 | 1.53 | 20.00 |
| Student 54 | 1 | 49.5 | 66 | 65.00 | 1.31 | 20.00 |
| Student 55 | 8 | 46 | 61 | 53.00 | 1.15 | 20.00 |
| Student 56 | 0 | 50 | 53 | 53.00 | 1.06 | 20.00 |
| Student 57 | 17 | 41.5 | 46 | 29.00 | 0.70 | 13.98 |
| Student 58 | 20 | 40 | 86 | 66.00 | 1.65 | 20.00 |
| Student 59 | 36 | 32 | 90 | 54.00 | 1.69 | 20.00 |
| Student 60 | 1 | 49.5 | 48 | 47.00 | 0.95 | 18.99 |
| Student 61 | 27 | 36.5 | 48 | 21.00 | 0.58 | 11.51 |
| Student 62 | 29 | 35.5 | 46 | 17.00 | 0.48 | 9.58 |
| Student 63 | 37 | 31.5 | 93 | 56.00 | 1.78 | 20.00 |
| Student 64 | 45 | 27.5 | 71 | 26.00 | 0.95 | 18.91 |
| Student 65 | 28 | 36 | 100 | 72.00 | 2.00 | 20.00 |
| Student 66 | 27 | 36.5 | 81 | 54.00 | 1.48 | 20.00 |
| Student 67 | 9 | 45.5 | 95 | 86.00 | 1.89 | 20.00 |
| Student 68 | 36 | 32 | 76 | 40.00 | 1.25 | 20.00 |
| Student 69 | 8 | 46 | 73 | 65.00 | 1.41 | 20.00 |
| Student 70 | 19 | 40.5 | 61 | 42.00 | 1.04 | 20.00 |

| | | | | | | |
|------------|----|------|----|-------|------|-------|
| Student 71 | 23 | 38.5 | 95 | 72.00 | 1.87 | 20.00 |
| Student 72 | 2 | 49 | 97 | 95.00 | 1.94 | 20.00 |
| Student 73 | 30 | 35 | 72 | 42.00 | 1.20 | 20.00 |
| Student 74 | 34 | 33 | 87 | 53.00 | 1.61 | 20.00 |
| Student 75 | 7 | 46.5 | 53 | 46.00 | 0.99 | 19.78 |

Final Score: This score adjusts the “Larger of Achievement or Growth” score to accommodate for excessive drops from the pretest to post test.

Points Per Student: This score places the final score onto a 20 point scale.

Determining a State Growth Score using the Unadilla Valley Spreadsheet for the APPR Plan

A teacher or principal can only input data in the following boxes and/or columns:

- **ENTER GRADE/SUBJECT HERE**
- **ENTER TEACHER NAME HERE**
- **ENTER DATE AND NAME OF TEST HERE**
- Maximum Score – Enter the maximum possible score for the exam (both BOY/CFA 1 and EOY/CFA 3 maximum scores must match)
- Student 1 – Enter names of students enrolled in the class
- **CFA 1/BOY**– Enter student score on this exam for each student
- **CFA 3/EOY**– Enter student score on this exam for each student
- **CFA 2/MOY**– Enter student score on this exam for each student (used only as a diagnostic assessment by the teacher and their team for purposes of RtI and enrichment planning, not to measure student or teacher growth)

A teacher or principal can't delete rows or columns and has no password access to change any other cells in this spreadsheet.

The key to upper left cells teachers don't input data into:

- Ave CFA 1/BOY Score – is calculated by averaging the results of the column labeled **CFA 1/BOY** for all students in the class.
- Ave CFA 3/EOY Score – is calculated by averaging the results of the column labeled **CFA 3/MOY** for all students in the class.
- Growth Factor – this is determined by subtracting the Ave CFA 1/BOY Score from the Ave CFA 3/EOY Score and then dividing that by the Maximum Score for the exam and adding 1 to the final number.

The key to the locked columns:

- **Growth Goal** – is calculated by subtracting the CFA 1/BOY Score from the Maximum Score and multiplying by .5
- **Actual Growth** – is calculated by subtracting the students CFA 1/BOY Score from the students CFA 3/EOY Score.
- **Percent of Growth Goal Achieved** – is the result of the Actual Growth divided by the Growth Goal.
- **Points Per Student** – is determined using the "IF" function in Excel. It starts asking if the CFA 3/EOY Score for a student is less than the CFA 1/BOY Score the points assigned will be 0. If it is greater, then if the Percent of Growth Goal Achieved is greater than 1 the score will be 20, if not then the Actual Growth is divided by the Growth Goal and the result is multiplied by 20 to create a number between 1-19.

The Teacher Points cell is the average of the Points Per Student column for all students in the class.

The Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building)

The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher).

Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered.

The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11).

(The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

| | | | |
|-------------|-----|------------------|-------|
| Ineffective | 0-2 | Effective | 9-17 |
| Developing | 3-8 | Highly Effective | 18-20 |

| 15 Point Scale | | 20 Point Scale | |
|------------------|--------------------------|------------------|--------------------------|
| Proficiency Rate | Points For Local Measure | Proficiency Rate | Points For Local Measure |
| 1.0 plus | 15 | 1.0 plus | 20 |
| .95 | 15 | .95 | 19 |
| .9 | 14 | .9 | 18 |
| .85 | 13 | .85 | 17 |
| .8 | 13 | .8 | 16 |
| .75 | 12 | .75 | 15 |
| .7 | 12 | .7 | 14 |
| .65 | 11 | .65 | 13 |
| .6 | 11 | .6 | 12 |
| .55 | 10 | .55 | 11 |
| .5 | 9 | .5 | 10 |
| .45 | 8 | .45 | 9 |
| .4 | 7 | .4 | 8 |
| .35 | 7 | .35 | 7 |
| .3 | 6 | .3 | 6 |
| .25 | 5 | .25 | 5 |
| .2 | 4 | .2 | 4 |
| .15 | 3 | .15 | 3 |
| .1 | 2 | .1 | 2 |
| .05 | 1 | .05 | 1 |
| 0 or negative | 0 | 0 or negative | 0 |

The Process for all teachers: (Unadilla Valley Central School District is comprised of one PK-12 school building)

The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher).

Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered.

The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all teachers. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11).

(The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

| | | | |
|-------------|-----|------------------|-------|
| Ineffective | 0-2 | Effective | 9-17 |
| Developing | 3-8 | Highly Effective | 18-20 |

| 15 Point Scale | | 20 Point Scale | |
|------------------|--------------------------|------------------|--------------------------|
| Proficiency Rate | Points For Local Measure | Proficiency Rate | Points For Local Measure |
| 1.0 plus | 15 | 1.0 plus | 20 |
| .95 | 15 | .95 | 19 |
| .9 | 14 | .9 | 18 |
| .85 | 13 | .85 | 17 |
| .8 | 13 | .8 | 16 |
| .75 | 12 | .75 | 15 |
| .7 | 12 | .7 | 14 |
| .65 | 11 | .65 | 13 |
| .6 | 11 | .6 | 12 |
| .55 | 10 | .55 | 11 |
| .5 | 9 | .5 | 10 |
| .45 | 8 | .45 | 9 |
| .4 | 7 | .4 | 8 |
| .35 | 7 | .35 | 7 |
| .3 | 6 | .3 | 6 |
| .25 | 5 | .25 | 5 |
| .2 | 4 | .2 | 4 |
| .15 | 3 | .15 | 3 |
| .1 | 2 | .1 | 2 |
| .05 | 1 | .05 | 1 |
| 0 or negative | 0 | 0 or negative | 0 |

Conversion Chart to the New York State Ratings Categories to be Used for Teachers

All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”. Standard rounding rules will apply but in no case will they result in a teacher moving between any rating categories. Standard rounding rules will apply but in no case will they result in a teacher moving between any rating categories.

Rubric Score to Sub-Component Conversion Chart

| Total Average Rubric Score | Category | Conversion score for composite |
|-----------------------------------|-----------------|---------------------------------------|
| Ineffective 0-49 | | |
| 1.000 | | 0 |
| 1.008 | | 1 |
| 1.017 | | 2 |
| 1.025 | | 3 |
| 1.033 | | 4 |
| 1.042 | | 5 |
| 1.050 | | 6 |
| 1.058 | | 7 |
| 1.067 | | 8 |
| 1.075 | | 9 |
| 1.083 | | 10 |
| 1.092 | | 11 |
| 1.100 | | 12 |
| 1.108 | | 13 |
| 1.115 | | 14 |
| 1.123 | | 15 |
| 1.131 | | 16 |
| 1.138 | | 17 |
| 1.146 | | 18 |
| 1.154 | | 19 |
| 1.162 | | 20 |
| 1.169 | | 21 |
| 1.177 | | 22 |
| 1.185 | | 23 |

| | | |
|-------------------------|--|------|
| 1.192 | | 24 |
| 1.200 | | 25 |
| 1.208 | | 26 |
| 1.217 | | 27 |
| 1.225 | | 28 |
| 1.233 | | 29 |
| 1.242 | | 30 |
| 1.250 | | 31 |
| 1.258 | | 32 |
| 1.267 | | 33 |
| 1.275 | | 34 |
| 1.283 | | 35 |
| 1.292 | | 36 |
| 1.300 | | 37 |
| 1.308 | | 38 |
| 1.317 | | 39 |
| 1.325 | | 40 |
| 1.333 | | 41 |
| 1.342 | | 42 |
| 1.350 | | 43 |
| 1.358 | | 44 |
| 1.367 | | 45 |
| 1.375 | | 46 |
| 1.383 | | 47 |
| 1.392 | | 48 |
| 1.400 | | 49 |
| Developing 50-56 | | |
| 1.5 | | 50 |
| 1.6 | | 50.7 |
| 1.7 | | 51.4 |
| 1.8 | | 52.1 |
| 1.9 | | 52.8 |
| 2 | | 53.5 |
| 2.1 | | 54.2 |
| 2.2 | | 54.9 |
| 2.3 | | 55.6 |
| 2.4 | | 56.3 |

| Effective 57-58 | | |
|-------------------------------|--|---------------------|
| 2.5 | | 57 |
| 2.6 | | 57.2 |
| 2.7 | | 57.4 |
| 2.8 | | 57.6 |
| 2.9 | | 57.8 |
| 3 | | 58 |
| 3.1 | | 58.2 |
| 3.2 | | 58.4 |
| 3.3 | | 58.6 |
| 3.4 | | 58.8 |
| Highly Effective 59-60 | | |
| 3.5 | | 59 |
| 3.6 | | 59.3 |
| 3.7 | | 59.5 |
| 3.8 | | 59.8 |
| 3.9 | | 60 |
| 4 | | 60.25 (round to 60) |

Improvement Plan

Staff Member

Composite Score

Subject/Grade/Building/Area

Score Breakdown

Supervisor

Date(s): Preconference: _____

Observations/Walk-throughs: _____

Coaching/Mentoring: _____

Professional Development: _____

Differentiated Activities to Support Improvement

| Professional Practice Elements Chosen For Further Development | Action(s) to be Taken | Supervisor's Responsibilities | Staff Member's Responsibilities | Timeline for achieving improvement | The Manner in which Improvement will be Assessed | Progress Documentation |
|---|-----------------------|-------------------------------|---------------------------------|------------------------------------|--|------------------------|
| | | | | | | |

Mentor Requested or Assigned: __yes __no

Administrator's Signature: _____

Date: _____

Staff Member's Signature: _____

Date: _____

Representative/Witness Signature: _____

Date: _____

Or Staff Member's Signature Waiving Representation: _____

Date: _____

The Process for Administrators:

Principals/administrators will receive points based on the students' performance on the assessments as determined by the State Education Department. Options for calculating the State Growth Component score for principals/administrators:

- a) Result of student growth as applied to State assessments
- b) If the State provides growth scores for the grades K-5 and 6-12 principal(s), and such scores represent less than 30% of the students supervised by that principal, the District will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s).

For SLOs, based on historical data, the K-5 principal in collaboration with the superintendent has set a minimum rigor expectation for growth of a score of Level 2 or higher. The 6-12 principal, in collaboration with the superintendent, has set a minimum rigor expectation for growth of a score of Level 2 or higher on Grades 6-8 ELA and Math State assessments, and of a score of 65 or higher on applicable Regents Assessments. A principal will receive a HEDI score based upon the percent of students reaching their target.

Both the 2005 Standards and Common Core ELA and Math Regents will be administered to students in Common Core courses, so long as permissible. The higher of the two scores will be used for APPR purposes. When administration of the 2005 Standards Regents is no longer permitted, only the Common Core Math Regents will be given.

- c) If the principal/administrator is not covered by a State-provided growth measure, the principal/administrator must complete a Student Learning Objective as described above.
- d) The total percentage of students meeting or exceeding their minimum rigor expectations will be used to determine the HEDI score. The proficiency rate values will be the minimum necessary to earn the corresponding 0-20 HEDI score (for example: 55-59%=11).

The HEDI scoring ranges will be:

| | | | |
|-------------|-----|------------------|-------|
| Ineffective | 0-2 | Effective | 9-17 |
| Developing | 3-8 | Highly Effective | 18-20 |

20 Point Scale

| Percentage Meeting Target | Points For Growth Measure |
|--------------------------------------|--------------------------------------|
| 100 plus | 20 |
| 95 | 19 |
| 90 | 18 |
| 85 | 17 |
| 80 | 16 |
| 75 | 15 |
| 70 | 14 |
| 65 | 13 |
| 60 | 12 |
| 55 | 11 |
| 50 | 10 |
| 45 | 9 |
| 40 | 8 |
| 35 | 7 |
| 30 | 6 |
| 25 | 5 |
| 20 | 4 |
| 15 | 3 |
| 10 | 2 |
| 05 | 1 |
| 0 or negative | 0 |

The Process for all principals/administrators: (Unadilla Valley Central School District is comprised of one PK-12 school building)

The Unadilla Valley Central School has chosen to use state assessments in a different way. The District wide measure will be based on total percent of students proficient (level 2 or higher) on all 3-8 state assessments and the percent of students proficient on all Regents examinations (65 or higher). Both the 2005 standards and CC ELA and math regents exams will be administered. For each student the higher of the 2 scores will be used for APPR purposes. When no longer permissible, the 2005 standards regents exams will not be administered and only the CC based regents exams will be administered.

The results will be averaged together and that percentage will be divided by 100 to create one Local Achievement Score for all principals/administrators. The proficiency rate values will be the minimum necessary to earn the corresponding HEDI score (for example: .55-.59=11).

(The 15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

| | | | |
|-------------|-----|------------------|-------|
| Ineffective | 0-2 | Effective | 9-17 |
| Developing | 3-8 | Highly Effective | 18-20 |

| 15 Point Scale | | 20 Point Scale | |
|-------------------------|---------------------------------|-------------------------|---------------------------------|
| Proficiency Rate | Points For Local Measure | Proficiency Rate | Points For Local Measure |
| 1.0 plus | 15 | 1.0 plus | 20 |
| .95 | 15 | .95 | 19 |
| .9 | 14 | .9 | 18 |
| .85 | 13 | .85 | 17 |
| .8 | 13 | .8 | 16 |
| .75 | 12 | .75 | 15 |
| .7 | 12 | .7 | 14 |
| .65 | 11 | .65 | 13 |
| .6 | 11 | .6 | 12 |
| .55 | 10 | .55 | 11 |
| .5 | 9 | .5 | 10 |
| .45 | 8 | .45 | 9 |
| .4 | 7 | .4 | 8 |
| .35 | 7 | .35 | 7 |
| .3 | 6 | .3 | 6 |
| .25 | 5 | .25 | 5 |
| .2 | 4 | .2 | 4 |
| .15 | 3 | .15 | 3 |
| .1 | 2 | .1 | 2 |
| .05 | 1 | .05 | 1 |
| 0 or negative | 0 | 0 or negative | 0 |

Conversion Chart to the New York State Ratings Categories to be Used for Principals/Administrators

All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each principal/administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”. Standard rounding rules will apply but in no case will they result in a principal/administrator moving between any rating categories.

Rubric Score to Sub-Component Conversion Chart

| Total Average Rubric Score | Category | Conversion score for composite |
|-----------------------------------|-----------------|---------------------------------------|
| Ineffective 0-49 | | |
| 1.000 | | 0 |
| 1.008 | | 1 |
| 1.017 | | 2 |
| 1.025 | | 3 |
| 1.033 | | 4 |
| 1.042 | | 5 |
| 1.050 | | 6 |
| 1.058 | | 7 |
| 1.067 | | 8 |
| 1.075 | | 9 |
| 1.083 | | 10 |
| 1.092 | | 11 |
| 1.100 | | 12 |
| 1.108 | | 13 |
| 1.115 | | 14 |
| 1.123 | | 15 |
| 1.131 | | 16 |
| 1.138 | | 17 |
| 1.146 | | 18 |
| 1.154 | | 19 |
| 1.162 | | 20 |
| 1.169 | | 21 |
| 1.177 | | 22 |
| 1.185 | | 23 |
| 1.192 | | 24 |

| | | |
|-------------------------|--|------|
| 1.200 | | 25 |
| 1.208 | | 26 |
| 1.217 | | 27 |
| 1.225 | | 28 |
| 1.233 | | 29 |
| 1.242 | | 30 |
| 1.250 | | 31 |
| 1.258 | | 32 |
| 1.267 | | 33 |
| 1.275 | | 34 |
| 1.283 | | 35 |
| 1.292 | | 36 |
| 1.300 | | 37 |
| 1.308 | | 38 |
| 1.317 | | 39 |
| 1.325 | | 40 |
| 1.333 | | 41 |
| 1.342 | | 42 |
| 1.350 | | 43 |
| 1.358 | | 44 |
| 1.367 | | 45 |
| 1.375 | | 46 |
| 1.383 | | 47 |
| 1.392 | | 48 |
| 1.400 | | 49 |
| Developing 50-56 | | |
| 1.5 | | 50 |
| 1.6 | | 50.7 |
| 1.7 | | 51.4 |
| 1.8 | | 52.1 |
| 1.9 | | 52.8 |
| 2 | | 53.5 |
| 2.1 | | 54.2 |
| 2.2 | | 54.9 |
| 2.3 | | 55.6 |
| 2.4 | | 56.3 |

| Effective 57-58 | | |
|-------------------------------|--|---------------------|
| 2.5 | | 57 |
| 2.6 | | 57.2 |
| 2.7 | | 57.4 |
| 2.8 | | 57.6 |
| 2.9 | | 57.8 |
| 3 | | 58 |
| 3.1 | | 58.2 |
| 3.2 | | 58.4 |
| 3.3 | | 58.6 |
| 3.4 | | 58.8 |
| Highly Effective 59-60 | | |
| 3.5 | | 59 |
| 3.6 | | 59.3 |
| 3.7 | | 59.5 |
| 3.8 | | 59.8 |
| 3.9 | | 60 |
| 4 | | 60.25 (round to 60) |

Improvement Plan

| | |
|-----------------------------|-----------------|
| Staff Member | Composite Score |
| Subject/Grade/Building/Area | Score Breakdown |
| Supervisor | |

Date(s): _____ Preconference: _____

Observations/Walk-throughs: _____

Coaching/Mentoring: _____

Professional Development: _____

| Differentiated Activities to Support Improvement | | | | | | |
|---|-----------------------|-------------------------------|---------------------------------|------------------------------------|--|------------------------|
| Professional Practice Elements Chosen For Further Development | Action(s) to be Taken | Supervisor's Responsibilities | Staff Member's Responsibilities | Timeline for achieving improvement | The Manner in which Improvement will be Assessed | Progress Documentation |
| | | | | | | |

Mentor Requested or Assigned: yes no

Administrator's Signature: _____

Date: _____

Staff Member's Signature: _____

Date: _____

Representative/Witness Signature: _____

Date: _____

Or Staff Member's Signature Waiving Representation: _____

Date: _____

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

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

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

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

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

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

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

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

 3/3/15

Teachers Union President Signature: Date:

 3/3/15

Administrative Union President Signature: Date:

 3/3/15

Board of Education President Signature: Date:

 3/3/15

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

A rectangular box containing a handwritten signature in blue ink on the left and the date "3/3/15" in blue ink on the right.