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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter:@JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

June 6, 2014

Revised

Bruce J. Karam, Superintendent
Utica City School District
106 Memorial Parkway
Utica, NY 13501

Dear Superintendent Karam:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Howard D. Mettelman

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

Annual Professional Performance Reviews

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

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 412300010000

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

412300010000

1.2) School District Name: UTICA CITY SD

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

UTICA CITY SD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Monday, May 12, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	iReady Diagnostic Assessment
1	State-approved 3rd party assessment	iReady Diagnostic Assessment
2	State-approved 3rd party assessment	iReady Diagnostic Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades K-2: The District will be measuring class average growth on the i-Ready assessments from September until June. Students are given a pretest in the beginning of the yeat ro establish a baseline and students are given a summative assessment at the end of the year to determine years of growth. the average years of growth is a value computed by the third party vendor and provided to the District. HEDI points are awarded to a teacher based on the average years of growth for his/her class. For Grade 3: Students will be given a pretest at the beginning of the year to establish a baseline. Using that baseline data, teachers will set classwide growth targets which will be approved by the building principal. HEDI points will be awarded to a teacher based on the percentage of students

	meeting or exceeding the classwide growth target on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If the average student growth for a class is 1.5 years or more from the baseline test to the end of the year assessment, the teacher will receive 18-20 points and be deemed highly effective. If the average student growth for a class is 1.5 years, the teacher will receive 18 points. If the average student growth for a class is 1.6 - 1.9 years, the teacher will receive 19 points. If the average student growth for a class is 2.0 years or more years, the teacher will receive 20 points. For grade 3 -The work of the classroom teacher results in exceptional student academic growth beyond expectations during the school year. 90% or more of students met or exceeded the Student Learning Objective. If 90-93% of students meet or exceed the SLO, the teacher will receive 18 points. If 94-97% of students meet or exceed the SLO, the teacher will receive 19 points. If 98-100% of students meet or exceed the SLO, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If the average student growth for a class is 1.0 -1.49 years or more from the baseline test to the end of the year assessment, the teacher will receive 9-17 points and be deemed effective. The points will be assigned proportionately within the range. Grade 3 - The work of the classroom teacher results in acceptable, measureable, and appropriate student academic growth. 80-89% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If the average student growth for a class is .75-.99 years or more from the baseline test to the end of the year assessment, the teacher will receive 3-8 points and be deemed developing. The points will be assigned proportionately within the range. Grade 3 - The work of the classroom teacher results in student academic growth that does not meet the established standard and/or is not achieve with all populations taught by the teacher. 50-79% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If the average student growth for a class is less than .75 years or more from the baseline test to the end of the year assessment, the teacher will receive 0-2 points and be deemed ineffective. If the average student growth for a class is less than or equal to .64 years, the teacher will receive 0 points. If the average student growth for a class is .69-.65 years, the teacher will receive 1 point. If the average student growth for a class is .74-.70 years, the teacher will receive 2 points. Grade 3 - The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objectives. If 0-37% of students meet or exceed the SLO, the teacher will receive 0 points. If 38-43% of students meet or exceed the SLO, the teacher will receive 1 point. If 44-49% of students meet or exceed the SLO, the teacher will receive 2 points.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	iReady Diagnostic Assessment
1	State-approved 3rd party assessment	iReady Diagnostic Assessment
2	State-approved 3rd party assessment	iReady Diagnostic Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades K-2: The District will be measuring class average growth on the i-Ready assessments from September until June. Students are given a pretest in the beginning of the yeat ro establish a baseline and students are given a summative assessment at the end of the year to determine years of growth. the average years of growth is a value computed by the third party vendor and provided to the District. HEDI points are awarded to a teacher based on the average years of growth for his/her class. For Grade 3: Students will be given a pretest at the beginning of the year to establish a baseline. Using that baseline data, teachers will set classwide growth targets which will be approved by the building principal. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the classwide growth target on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If the average student growth for a class is 1.5 years or more from the baseline test to the end of the year assessment, the teacher will receive 18-20 points and be deemed highly effective. If the average student growth for a class is 1.5 years, the teacher will receive 18 points. If the average student growth for a class is 1.6 - 1.9 years, the teacher will receive 19 points. If the average student growth for a class is 2.0 years or more years, the teacher will receive 20 points. For grade 3 -The work of the classroom teacher results in exceptional student academic growth beyond expectations during the school year. 90% or more of students met or exceeded the Student Learning Objective. If 90-93% of students meet or exceed the SLO, the teacher will receive 18 points. If 94-97% of students meet or exceed the SLO, the teacher will receive 19 points. If 98-100% of students meet or exceed the SLO, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If the average student growth for a class is 1.0 -1.49 years or more from the baseline test to the end of the year assessment, the teacher will receive 9-17 points and be deemed effective. The points will be assigned proportionately within the range. Grade 3 - The work of the classroom teacher results in acceptable, measureable, and appropriate student academic growth. 80-89% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately

	within the r
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If the average student growth for a class is .75-.99 years or more from the baseline test to the end of the year assessment, the teacher will receive 3-8 points and be deemed developing. The points will be assigned proportionately within the range. Grade 3 - The work of the classroom teacher results in student academic growth that does not meet the established standard and/or is not achieve with all populations taught by the teacher. 50-79% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
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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	Utica City SD Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Utica City SD Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish a baseline. Using that baseline data, teachers will set classwide growth targets which will be approved by the building principal. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the classwide growth target on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the classroom teacher results in exceptional student academic growth beyond expectations during the school year.

	90% or more of students met or exceeded the Student Learning Objective. If 90-93% of students meet or exceed the SLO, the teacher will receive 18 points. If 94-97% of students meet or exceed the SLO, the teacher will receive 19 points. If 98-100% of students meet or exceed the SLO, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the classroom teacher results in acceptable, measureable, and appropriate student academic growth. 80-89% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the classroom teacher results in student academic growth that does not meet the established standard and/or is not achieve with all populations taught by the teacher. 50-79% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objectives. If 0-37% of students meet or exceed the SLO, the teacher will receive 0 points. If 38-43% of students meet or exceed the SLO, the teacher will receive 1 point. If 44-49% of students meet or exceed the SLO, the teacher will receive 2 points.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Utica City SD Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Utica City SD Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Utica City SD Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish a baseline. Using that baseline data, teachers will set classwide growth targets which will be approved by the building principal. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the classwide growth target on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the classroom teacher results in exceptional student academic growth beyond expectations during the school year. 90% or more of students met or exceeded the Student Learning Objective. If 90-93% of students meet or exceed the SLO, the teacher will receive 18 points. If 94-97% of students meet or exceed the SLO, the teacher will receive 19 points. If 98-100% of students meet or exceed the SLO, the teacher will receive 20 points.

Effective (9 - 17 points) Results meet District goals for similar students.	The work of the classroom teacher results in acceptable, measureable, and appropriate student academic growth. 80-89% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the classroom teacher results in student academic growth that does not meet the established standard and/or is not achieve with all populations taught by the teacher. 50-79% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objectives. If 0-37% of students meet or exceed the SLO, the teacher will receive 0 points. If 38-43% of students meet or exceed the SLO, the teacher will receive 1 point. If 44-49% of students meet or exceed the SLO, the teacher will receive 2 points.

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	Utica City SD Grade 9 Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish a baseline. Using that baseline data, teachers will set classwide growth targets which will be approved by the building principal. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the classwide growth target on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the classroom teacher results in exceptional student academic growth beyond expectations during the school year. 90% or more of students met or exceeded the Student Learning Objective. If 90-93% of students meet or exceed the SLO, the teacher will receive 18 points. If 94-97% of students meet or exceed the SLO, the teacher will receive 19 points. If 98-100% of students meet or exceed the SLO, the teacher will receive 20 points.

Effective (9 - 17 points) Results meet District goals for similar students.	The work of the classroom teacher results in acceptable, measureable, and appropriate student academic growth. 80-89% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the classroom teacher results in student academic growth that does not meet the established standard and/or is not achieve with all populations taught by the teacher. 50-79% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objectives. If 0-37% of students meet or exceed the SLO, the teacher will receive 0 points. If 38-43% of students meet or exceed the SLO, the teacher will receive 1 point. If 44-49% of students meet or exceed the SLO, the teacher will receive 2 points.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish a baseline. Using that baseline data, teachers will set classwide growth targets which will be approved by the building principal. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the classwide growth target on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the classroom teacher results in exceptional student academic growth beyond expectations during the school year. 90% or more of students met or exceeded the Student Learning Objective. If 90-93% of students meet or exceed the SLO, the teacher will receive 18 points. If 94-97% of students meet or exceed the SLO, the teacher will receive 19 points. If 98-100% of students meet or exceed the SLO, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the classroom teacher results in acceptable, measureable, and appropriate student academic growth. 80-89% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.

Developing (3 - 8 points) Results are below District goals for similar students.	The work of the classroom teacher results in student academic growth that does not meet the established standard and/or is not achieve with all populations taught by the teacher. 50-79% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objectives. If 0-37% of students meet or exceed the SLO, the teacher will receive 0 points. If 38-43% of students meet or exceed the SLO, the teacher will receive 1 point. If 44-49% of students meet or exceed the SLO, the teacher will receive 2 points.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish a baseline. Using that baseline data, teachers will set classwide growth targets which will be approved by the building principal. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the classwide growth target on the summative assessment. For students enrolled in Common Core Courses, the District will administer both the NYS Integrated and NYS Common Core Algebra I Regents Exam. The District will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the classroom teacher results in exceptional student academic growth beyond expectations during the school year. 90% or more of students met or exceeded the Student Learning Objective. If 90-93% of students meet or exceed the SLO, the teacher will receive 18 points. If 94-97% of students meet or exceed the SLO, the teacher will receive 19 points. If 98-100% of students meet or exceed the SLO, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the classroom teacher results in acceptable, measureable, and appropriate student academic growth. 80-89% of students met or exceeded the Student Learning Objective.

	Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the classroom teacher results in student academic growth that does not meet the established standard and/or is not achieve with all populations taught by the teacher. 50-79% of students met or exceeded the Student Learning Objective. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objectives. If 0-37% of students meet or exceed the SLO, the teacher will receive 0 points. If 38-43% of students meet or exceed the SLO, the teacher will receive 1 point. If 44-49% of students meet or exceed the SLO, the teacher will receive 2 points.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Utica City SD Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Utica City SD Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive and NYS Common Core English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest at the beginning of the year to establish a baseline. Using that baseline data, teachers will set classwide growth targets which will be approved by the building principal. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the classwide growth target on the summative assessment. For students enrolled in Common Core Courses, the District will administer both the NYS Compreheensive and NYS Common Core ELA Regents Exam. The District will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the classroom teacher results in exceptional student academic growth beyond expectations during the school year. 90% or more of students met or exceeded the SLO. If 90-93% of students meet or exceed the SLO, the teacher will receive 18 points. If 94-97% of students meet or exceed the SLO, the teacher will receive 19 points. If 98-100% of students meet or

	exceed the SLO, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the classroom teacher results in acceptable, measureable, and appropriate student academic growth. 80 -89% of students met or exceeded the SLO. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the classroom teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-79% of students met or exceeded the SLO. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objectives. If 0-37% of students meet or exceed the SLO, the teacher will receive 0 points. If 38-43% of students meet or exceed the SLO, the teacher will receive 1 point. If 44-49% of students meet or exceed the SLO, the teacher will receive 2 points.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment

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.	Students will be given a pretest at the beginning of the year to establish a baseline. Using that baseline data, teachers will set classwide growth targets which will be approved by the building principal. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the classwide growth target on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the classroom teacher results in exceptional student academic growth beyond expectations during the school year. 90% or more of students met or exceeded the Student Learning Objective. If 90-93% of students meet or exceed the SLO, the teacher will receive 18 points. If 94-97% of students meet or exceed the SLO, the teacher will receive 19 points. If 98-100% of students meet or exceed the SLO, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the classroom teacher results in acceptable, measureable, and appropriate student academic growth. 80 -89% of students met or exceeded the SLO. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the classroom teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-79% of students met or exceeded the SLO. Points will be assigned proportionately within the range.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceeded the SLO. If 0-37% of students meet or exceed the SLO, the teacher will receive 0 points. If 38-43% of students meet or exceed the SLO, the teacher will receive 1 point. If 44-49% of students meet or exceeded the SLO, the teacher will receive 2 points.

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

assets/survey-uploads/12186/1050417-avH4IQNZMh/2 10 UCSDRevised June 2013.doc

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)
If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 4 ELA Local Assessment
5	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 5 ELA Local Assessment
6	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 6 ELA Local Assessment
7	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 7 ELA Local Assessment
8	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 8 ELA Local Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment. The 0-20 point allocation in 3.4-3.12 will be used in the abscence of a value-added model.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-95% achieves 75-100, the teacher will receive 14 points. If 96-100% achieves 75-100, the teacher will receive 15 points.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessment. If 75-76% achieves 75-100, the teacher will receive 8 points. If 77-78% achieves 75-100, the teacher will receive 9 points. If 79-81% achieves 75-100, the teacher will receive 10 points. If 82-84% achieves 75-100, the teacher will receive 11 points. If 85-87% achieves 75-100, the teacher will receive 12 points. If 88-89% achieves 75-100, the teacher will receive 13 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 - 50 % of the students in the class will achieve 75-100 on the assessment. . If 50-54% achieves 75-100, the teacher will receive 3 points. If 55-59% achieves 75-100, the teacher will receive 4 points. If 60-65% achieves 75-100, the teacher will receive 5 points. If 66-70% achieves 75-100, the teacher will receive 6 points. If 71-74% achieves 75-100, the teacher will receive 7 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the students in the class will achieve 75-100 on the assessment. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 4 Math Local Assessment
5	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 5 Math Local Assessment
6	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 6 Math Local Assessment
7	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 7 Math Local Assessment
8	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 8 Math Local Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment. The 0-20 point allocation in 3.4-3.12 will be used in the abscence of a value-added model.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-95% achieves 75-100, the teacher will receive 14 points. If 96-100% achieves 75-100, the teacher will receive 15 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessment. If 75-76% achieves 75-100, the teacher will receive 8 points. If 77-78% achieves75-100, the teacher will receive 9

	points. If 79-81% achieves 75-100, the teacher will receive 10 points. If 82-84% achieves 75-100, the teacher will receive 11 points. If 85-87% achieves 75-100, the teacher will receive 12 points. If 88-89% achieves 75-100, the teacher will receive 13 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74 - 50 % of the students in the class will achieve 75-100 on the assessment. . If 50-54% achieves 75-100, the teacher will receive 3 points. If 55-59% achieves 75-100, the teacher will receive 4 points. If 60-65% achieves 75-100, the teacher will receive 5 points. If 66-70% achieves 75-100, the teacher will receive 6 points. If 71-74% achieves 75-100, the teacher will receive 7 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the students in the class will achieve 75-100 on the assessment. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Utica City SD Grade K ELA Local Assessment
1	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 1 ELA Local Assessment
2	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 2 ELA Local Assessment
3	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 3 ELA Local Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-93% achieves 75-100, the teacher will receive 18 points. If 94-97% achieves 75-100, the teacher will receive 19 points. If 98-100% achieves 75-100, the teacher will receive 20 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-50% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will

	receive 2 points.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Utica City SD Grade K Math Local Assessment
1	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 1 Math Local Assessment
2	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 2 Math Local Assessment
3	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 3 Math Local Assessment

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.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-93% achieves 75-100, the teacher will receive 18 points. If 94-97% achieves 75-100, the teacher will receive 19 points. If 98-100% achieves 75-100, the teacher will receive 20 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	74-50% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 6 Science Local Assessment

7	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 7 Science Local Assessment
8	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 8 Science Local Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-93% achieves 75-100, the teacher will receive 18 points. If 94-97% achieves 75-100, the teacher will receive 19 points. If 98-100% achieves 75-100, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-50% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 6 Social StudiesLocal Assessment
7	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 7 Social Studies Local Assessment
8	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 8 Social Studies Local Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-93% achieves 75-100, the teacher will receive 18 points. If 94-97% achieves 75-100, the teacher will receive 19 points. If 98-100% achieves 75-100, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-50% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

3.8) High School Social Studies

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-93% achieves 75-100, the teacher will receive 18 points. If 94-97% achieves 75-100, the teacher will receive 19 points. If 98-100% achieves 75-100, the teacher will receive 20 points.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-50% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Utica City SD Living Environment Local Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Utica City SD Earth Science Local Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Utica City SD Chemistry Local Assessment
Physics	5) District, regional, or BOCES–developed assessments	Utica City SD Physics Local Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-93% achieves 75-100, the teacher will receive 18 points. If 94-97% achieves 75-100, the teacher will receive 19 points. If 98-100% achieves 75-100, the teacher will receive 20 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% - 50% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-89% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Utica City SD Algebra I Local Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Utica City SD Geometry Local Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Utica City SD Algebra 2 Local Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-93% achieves 75-100, the teacher will receive 18 points. If 94-97% achieves 75-100, the teacher will receive 19 points. If 98-100% achieves 75-100, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-50% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 9 ELA Local Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 10 ELA Local Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Utica City SD Grade 11 ELA Local Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-93% achieves 75-100, the teacher will receive 18 points. If 94-97% achieves 75-100, the teacher will receive 19 points. If 98-100% achieves 75-100, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-50% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment

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.	HEDI points will be awarded to a teacher based on the percentage of students scoring 75 or better on the applicable summative local assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90% or more of the students in the class will achieve 75-100 on the assessment. If 90-93% achieves 75-100, the teacher will receive 18 points. If 94-97% achieves 75-100, the teacher will receive 19 points. If 98-100% achieves 75-100, the teacher will receive 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 89% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-50% of the student population will achieve 75-100 on the assessments. Points will be assigned proportionately within the range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the teacher will receive 0 points. If 38-43% achieves 75-100, the teacher will receive 1 point. If 44-49% achieves 75-100, the teacher will receive 2 points.

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

assets/survey-uploads/12149/1050418-Rp0Ol6pk1T/3. 12 UCSDRevisedApril 2014.doc

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

None

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for

both ELA and Math; High School teacher with more than 1 SLO.

For K-6 teachers who teach both ELA and Math, each teacher's scores for ELA and Math will be averaged to assign an overall composite HEDI score.
For a 7-12 teacher with more than 1 measure, each measure will be weighted based on the percentage of students included in each measure out of the total measures for the population for that teacher and will be combined to generate one HEDI score for this subcomponent.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

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Updated Wednesday, May 28, 2014

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4.1) Teacher Practice Rubric

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

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

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

Second Rubric, if applicable	(No response)

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]	50
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	10

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Based on the documents of the TED manual, "Converting Evidence/Notes To A Standard Score"
1. Observation Notes and evidence/artifacts reviewed
2. A value of 1-4 is entered on each assessed element/performance indicator. If an element/performance indicator is observed more than once, the teacher will receive the highest score when calcualting the final rubric score.
2a. The final element/performance indicator scores will be average together to result in a standard score.
3. Assessment of practice (Transfer of Standard Scores) under 7 standards; the standard scores are added together and the subtotal is divided by 7 to result in a final 1-4 score for observations.
4. The observation score is converted to a number between 0-50.
5. The same process applies to goal setting and self reflection as it does to observations and the final 1-4 score for each will be converted to a score from 0-5. The goals and self-reflection will be rated by the lead evaluator through the submission of teacher artifacts, observations, post-conference discussion.
These two pieces will be assessed through the NYSUT Practice Rubric 2012. Goal setting is reflected in multiple elements/indicators throughout the rubric. The scores and ratings for the self reflection will be discussed and agreed upon by the teacher and lead evaluator at the summative conference.

6. Add 0-5 points from goal setting, 0-5 points from self-relection to the 0-50 points from observations to result in a final 0-60 HEDI score. Normal rounding rules will apply but in no case will rounding result in a teacher moving from one scoring ban to the next. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point values.

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

assets/survey-uploads/12179/1050419-eka9yMJ855/Conversion Chart2 4-3-14.xlsx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A teacher is considered highly effective if they receive a conversion score of 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher is considered effective if they receive a conversion score of 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher is considered developing if they receive a conversion score of 50-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher is considered ineffective if they receive a conversion score of 0 - 49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	5
Enter Total	8

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	5
Total	7

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Monday, May 19, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Tuesday, April 15, 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/5265/148030-Df0w3Xx5v6/md-Improvement Plan - Teacher Revised.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A teacher may appeal any of the grounds listed in Education Law 3012-C. Only teachers who receive an ineffective or developing rating may appeal.

Informal Appeal:
In order to be effective, prior to filing a formal appeal, the teacher and administrator are encouraged to meet and attempt to resolve any

discrepancies informally. Said meeting shall take place within five (5) school days of receipt of the APPR.

Formal Appeal:
In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) school days after the teacher has received the APPR, the TIP or the District's alleged failure to implement the terms of the TIP. Notification of the appeal shall be provided to the superintendent of schools or his/her designee. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal.

When filing an appeal, the teacher must submit a detailed written description of the specific area(s) of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Decisions on Appeal:
Step 1 – If the teacher and building administrator are unable to resolve the matter informally, the teacher shall notify the Administrative Director for Curriculum and Instruction K-12 (hereinafter the "Director") within five (5) school days of the decision rendered by the supervising administrator at the informal stage. A meeting will be set up with the Director, the teacher and his/her Union representative (should the teacher choose) within five (5) school days of notification to the Director. If the teacher chooses to waive a meeting with the Director, the Director shall render a decision based on the written documentation previously submitted.

The Director will collect and review the documentation provided, and will render a decision in writing no later than ten (10) school days after the meeting with the teacher. If the teacher is satisfied with the written decision of the Director, he/she shall have the right to withdraw the appeal at this point. If the teacher is not satisfied with the decision of the Director, the appeal shall proceed to Step 2.

Step 2 – If, after receiving the finding of the Administrative Director for Curriculum and Instruction K-12 the teacher feels the evaluation is still not resolved, the teacher can forward a written appeal to the Superintendent of Schools or his/her designee. Said request to appeal to Step 2 shall be made within five (5) school days of receipt of the written Step 1 decision.

A written decision on the merits of the appeal shall be rendered no later than thirty (30) school days from the date which the teacher filed his/her written appeal at Step 1. The decision shall be based on a written record comprised of the teacher's appeal papers and any documented evidence accompanying the appeal as well as the school district response to the appeal. Any information not submitted at the time of the initial appeal shall not be considered.

The decision of the Superintendent of Schools shall be final and binding relative to the APPR appeal. The decision of the Superintendent on the individual appeal is not subject to the grievance and arbitration procedure.

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.

All building principals and key administrators have been trained/will be trained as lead evaluators for APPR through OHM BOCES. After completion of the required components, the principals/administrators are certified by the Superintendent of Schools through a Board of Education Resolution.
Given this certification, Central Office Administrative Staff will provide support to the building principals by conducting instructional walks within each building.
The Director of Curriculum and Instruction, K-12 will meet with building principals for support and review of teacher evaluations as well as conduct first hand observations when necessary to ensure inter-rater reliability.
Lead Evaluators and evaluators will receive refresher training and be recertified every two years. Training will consist of a minimum of three days and will cover the nine required elements outlined in Section 30-2.9 of the Rules of the Board of Regents.

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, March 24, 2014

Page 1

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

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

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

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

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

K-6
7-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

List of State-approved 3rd party assessments

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Thursday, April 03, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-6	(d) measures used by district for teacher evaluation	Utica City School District Locally Developed Grade Appropriate ELA & Math Assessments
	7-8	(d) measures used by district for teacher evaluation	Utica City School District Locally Developed Grade Appropriate ELA & Math Assessments
	9-12	(d) measures used by district for teacher evaluation	Utica City School District Locally Developed Grade Appropriate ELA & Math 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.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be awarded to a principal based on the percntage of students scoring 75 or better on the applicable summative assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of the student population will achieve 75-100 on the assessments. If 90-95% achieves 75-100, the principal will receive 14 points. If 96-100% achieves 75-100, the principal will receive 15 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-89% of the student population will achieve 75-100 on the assessments. If 75-76% achieves 75-100, the principal will receive 8 points. If 77-78% achieves 75-100, the principal will receive 9 points. If 79-81% achieves 75-100, the principal will receive 10 points. If 82-84% achieves 75-100, the principal will receive 11 points. If 85-87% achieves 75-100, the principal will receive 12 points. If 88-89% achieves 75-100, the principal will receive 13 points.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-50% of the student population will achieve 75-100 on the assessments. If 50-54% achieves 75-100, the principal will receive 3 points. If 55-59% achieves 75-100, the principal will receive 4 points. If 60-65% achieves 75-100, the principal will receive 5 points. If 66-70% achieves 75-100, the principal will receive 6 points. If 71-74% achieves 75-100, the principal will receive 7 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the student population will achieve 75-100 on the assessments. If 0-37% achieves 75-100, the principal will receive 0 points. If 38-43% achieves 75-100, the principal will receive 1 point. If 44-49% achieves75-100, the principal will receive 2 points.

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/12190/1050423-qBFVOWF7fC/Scoring Guide--HEDI March 24_1.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.

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

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

graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

N/A

8.4) Principals with More Than One Locally Selected Measure

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

For K-8 principals, take the point value assigned that represents the percent of the total student population scoring 75-100 on the Local ELA Assessment and add it to the point value assigned that represents the percent of the total student population scoring 75-100 on the Local Math Assessment. Average these two scores together and translate it to the HEDI rating.
For the 9-12 principal, take the point value assigned that represents the percent of the total student population scoring 75-100 on the Local ELA Assessment and add it to the point value assigned that represents the percent of the total student population scoring 75-100 on the Local Math Assessment. Average these two scores together and translate it to the HEDI rating.
Normal rounding rules will apply but in no case will rounding result in a principal moving from one scoring ban to the next.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, May 28, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric | Rubric	Multidimensional Principal Performance Rubric

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	50
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.	10

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

downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

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

9.3) Assurances -- Goals | Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

9.4) Sources of Evidence (if applicable)

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

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	Checked
9.4) Sources of Evidence (if applicable) | Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

1. Each component within a domain will be scored from 1-4 based on all the evidence gathered and reviewed by the lead evaluator throughout the school year. The socres from each subcomponent within a domain will be averaged and converted to a HEDI point value by multiplying the domain average score by the points allocated to each specific domain and dividing that number by 4 (the highest possible rating.) Principals will be assigned a score of 0-7 on Domain 1 of the rubric; a score of 0-10 on Domain 2, a score of 0-9 on Domain 3, a score of 0-5 on Domain 4, a score of 0 -5 on Domain 5, and a score of 0-4 on Domain 6. The assigned scores are then totaled.
2. Principals will be assigned a score of 0-10 for the Goal Setting and Self Relection and will follow the same process outlined in number one wih the exception that the domains will be weighted differently with respect to the self-reflection compononent (see upload). For the Self-Reflection the principal will evaluate themselves on the rubric in conjunction with the the lead evaluator The scores and ratings for the self-reflection will be discussed and agreed upon by the principal and lead evalautor at the summative conference. The goals will be set collaboratively between the principal and an other trained evalautor at the beginning of the year and will focus at a minimum on one or more of the items outlined in the Commissioner's Regulations. Success of the goals will be determined through evaluation of the principal during school visits by the other trained evaluator and through review of artifacts and other school documents at the summative conference.
3. All scores will be totaled and the principal will receive a score out of 60. If a principal receives a final average rubric score of 1.0 the principal will receive a score of 0 for the other measure subcomponent. Normal rounding rules will apply but in no case will rounding result in a principal moving from one scoring ban to the next. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point values.

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/12205/1050424-pMADJ4gk6R/Principal APPR Complete Scoring Sheet with Conversion Formulas_1 April 2014.xlsx

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.	A principal is considered highly effective if they receive a score of 55-60 on the Multidimensional Rubric and the other two measures.
Effective: Overall performance and results meet standards.	A principal is considered effective if they receive a score of 45-54 on the Multidimensional Rubric and the other two measures.
Developing: Overall performance and results need improvement in order to meet standards.	A principal is considered developing if they receive a score of 39-44 on the Multidimensional Rubric and the other two measures.
Ineffective: Overall performance and results do not meet standards.	A principal is considered ineffective if they receive a score of 0-38 on the Multidimensional Rubric and the other two measures.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Friday, February 28, 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	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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

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

Overall Composite Score
Highly Effective
22-25

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

11. Additional Requirements - Principals

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Updated Tuesday, April 15, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/148081-Df0w3Xx5v6/md-Improvement Plan - Administrator.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal may appeal any of the grounds listed in Education Law 3012-C. Only principals who receive an ineffective or developing rating may appeal.

Informal Appeal:
In order to be effective, prior to filing a formal appeal, the principal and Administrative Director for Curriculum and Instruction K-12

are encouraged to meet and attempt to resolve any discrepancies informally. Said meeting shall take place within five (5) school days of receipt of the APPR.

Formal Appeal:
In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) school days after the principal has received the APPR, PIP, or the District's alleged failure to implement the terms of the PIP. Notification of the appeal shall be provided to the Superintendent of Schools. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal.

When filing an appeal, the principal must submit a detailed written description of the specific area(s) of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Decisions on Appeal:
Step 1 – If the principal and Administrative Director for Curriculum and Instruction K-12 are unable to resolve the matter informally, the principal shall if he/she so choses file a written appeal with the Superintendent within five (5) school days of the informal meeting.

Step 2 - The Superintendent will select and assign a designee to collect and review the evidence and related documentation provided and then will advise the Superintendent. The designee will act in an advisory capacity only.

Step 3 –The principal may choose to meet with the Superintendent of Schools. The request for a meeting with the Superintendent must be made at the same time as the written appeal as noted in Step 1. The principal will be afforded Union representation if he/she so chooses.

A written decision on the merits of the appeal shall then be rendered no later than thirty (30) school days from the date which the principal filed his/her written appeal at Step 1. The decision shall be based on a written record comprised of the principal's appeal papers and any documented evidence accompanying the appeal as well as the school district response to the appeal.

The decision of the Superintendent of Schools shall be final and binding relative to the APPR appeal. The decision of the Superintendent on the individual appeal is not subject to the grievance and arbitration procedure.

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

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

The Lead Evaluator and Key Administrators have attended/will attend network training in Albany. These evaluators will be certified by the Superintendent of Schools and approved by the Board of Education.
Given this certification, trained Central Office Administrative staff will assist the Lead Evaluator in the collection of evidence/artifacts and review of Principal evaluations; as well as conduct first hand observations, when necessary, to ensure inter-rater reliability.
Lead Evaluators and Evaluators will receive refresher training and recertification every two years. Training will consist of a minimum of three full days and will cover the nine required elements outlined in Section 30-2.9 of the Rules of the Board of Regents.

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 Thursday, May 22, 2014
Updated Wednesday, June 04, 2014

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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/12158/1346961-3Uqgn5g9Iu/Signature Page 6-3-14.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

2.10) All Other Courses

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

Course or Subject	Option	Grade Appropriate Assessment
Health HS	District, Regional or BOCES Developed	Utica City SD Health Grade Appropriate Assessment
Topics in Math	District, Regional or BOCES Developed	Utica City SD Topics in Math Grade Appropriate Assessment
Applied Algebra 1R	District, Regional or BOCES Developed	Utica City SD Applied Algebra 1R Grade Appropriate Assessment
Applied Geometry	District, Regional or BOCES Developed	Utica City SD Applied Geometry Grade Appropriate Assessment
Intermediate Algebra	District, Regional or BOCES Developed	Utica City SD Intermediate Algebra Grade Appropriate Assessment
Intro to Trig & Alg 2	District, Regional or BOCES Developed	Utica City SD Intro to Trig & Alg 2 Grade Appropriate Assessment
Intro to Pre-Calculus	District, Regional or BOCES Developed	Utica City SD Intro to Pre-Calculus Grade Appropriate Assessment
Pre-Calculus	District, Regional or BOCES Developed	Utica City SD Pre-Calculus Grade Appropriate Assessment
Elements of Calculus	District, Regional or BOCES Developed	Utica City SD Elements of Calculus Grade Appropriate Assessment
Calculus AP	District, Regional or BOCES Developed	Utica City SD AP Calculus Grade Appropriate Assessment
Statistics	District, Regional or BOCES Developed	Utica City SD Statistics Grade Appropriate Assessment
Naval Science 1	District, Regional or BOCES Developed	Utica City SD Naval Science 1 Grade Appropriate Assessment
Naval Science 2	District, Regional or BOCES Developed	Utica City SD Naval Science 2 Grade Appropriate Assessment
Naval Science 3	District, Regional or BOCES Developed	Utica City SD Naval Science 3 Grade Appropriate Assessment
Naval Science 4	District, Regional or BOCES Developed	Utica City SD Naval Science 4 Grade Appropriate

		Assessment
Naval Science Advanced Seminar	District, Regional or BOCES Developed	Utica City SD Naval Science Advanced Seminar Grade Appropriate Assessment
Art in our Lives 9-10	District, Regional or BOCES Developed	Utica City SD Art in our Lives 9-10 Grade Appropriate Assessment
Art in our Lives 11-12	District, Regional or BOCES Developed	Utica City SD Art in our Lives 11-12 Grade Appropriate Assessment
Art 1	District, Regional or BOCES Developed	Utica City SD Art 1 Grade Appropriate Assessment
Art 2	District, Regional or BOCES Developed	Utica City SD Art 2 Grade Appropriate Assessment
Fashion & Design	District, Regional or BOCES Developed	Utica City SD Fashion & Design Grade Appropriate Assessment
Orchestra 9-12	District, Regional or BOCES Developed	Utica City SD Orchestra 9-12 Grade Appropriate Assessment
Band 9-10	District, Regional or BOCES Developed	Utica City SD Band 9-10 Grade Appropriate Assessment
Band 11-12	District, Regional or BOCES Developed	Utica City SD Band 11-12 Grade Appropriate Assessment
Music in our Lives 9-10	District, Regional or BOCES Developed	Utica City SD Music in our Lives 9-10 Grade Appropriate Assessment
Music in our Lives 11-12	District, Regional or BOCES Developed	Utica City SD Music in our Lives 11-12 Grade Appropriate Assessment
Mixed Choir 9-12	District, Regional or BOCES Developed	Utica City SD Mixed Choir 9-12 Grade Appropriate Assessment
Senior Choir 12	District, Regional or BOCES Developed	Utica City SD Senior Choir 12 Grade Appropriate Assessment
Business Communication	District, Regional or BOCES Developed	Utica City SD Business Communication Grade Appropriate Assessment
Computer Application/Keyboarding	District, Regional or BOCES Developed	Utica City SD Computer Application/Keyboarding Grade Appropriate Assessment
Microsoft Office	District, Regional or BOCES Developed	Utica City SD Microsoft Office Grade Appropriate Assessment
Creating Web Page	District, Regional or BOCES Developed	Utica City SD Creating Web Page Grade Appropriate Assessment
Desktop Publishing	District, Regional or BOCES Developed	Utica City SD Desktop Publishing Grade Appropriate Assessment

Intro to Computers 11-12	District, Regional or BOCES Developed	Utica City SD Intro to Computers 11-12 Grade Appropriate Assessment
Careers/Finance Management	District, Regional or BOCES Developed	Utica City SD Careers/Finance Management Grade Appropriate Assessment
Accounting 1	District, Regional or BOCES Developed	Utica City SD Accounting 1 Grade Appropriate Assessment
Sports Marketing	District, Regional or BOCES Developed	Utica City SD Sports Marketing Grade Appropriate Assessment
Business Law/Government	District, Regional or BOCES Developed	Utica City SD Business Law/Government Grade Appropriate Assessment
Business Management	District, Regional or BOCES Developed	Utica City SD Business Management Grade Appropriate Assessment
Wall Street Stock Investing	District, Regional or BOCES Developed	Utica City SD Wall Street Stock Investing Grade Appropriate Assessment
Business Economics	District, Regional or BOCES Developed	Utica City SD Business Economics Grade Appropriate Assessment
Business Economics Dual Credit	District, Regional or BOCES Developed	Locally Developed Business Economics Dual Credit Grade Appropriate Assessment
Business Psychology	District, Regional or BOCES Developed	Utica City SD Business Psychology Grade Appropriate Assessment
Intro to Computers 9-10	District, Regional or BOCES Developed	Utica City SD Intro to Computers 9-10 Grade Appropriate Assessment
Advanced Topics Business Math	District, Regional or BOCES Developed	Utica City SD Advanced Topics Business Math Grade Appropriate Assessment
Adobe PS/Graphic Design	District, Regional or BOCES Developed	Utica City SD Adobe PS/Graphic Design Grade Appropriate Assessment
Finance	District, Regional or BOCES Developed	Utica City SD Finance Grade Appropriate Assessment
Advanced Intro to Computers	District, Regional or BOCES Developed	Utica City SD Advanced Intro to Computers Grade Appropriate Assessment
Technical Drawing	District, Regional or BOCES Developed	Utica City SD Technical Drawing Grade Appropriate Assessment
Architectural Design	District, Regional or BOCES Developed	Utica City SD Architectural Design Grade Appropriate Assessment

Computer Assisted Drawing	District, Regional or BOCES Developed	Utica City SD Computer Assisted Drawing Grade Appropriate Assessment
Residential Wiring	District, Regional or BOCES Developed	Utica City SD Residential Wiring Grade Appropriate Assessment
Residential Structures	District, Regional or BOCES Developed	Utica City SD Residential Structures Grade Appropriate Assessment
Materials Production	District, Regional or BOCES Developed	Utica City SD Materials Production Grade Appropriate Assessment
PLTW	District, Regional or BOCES Developed	Utica City SD PLTW Grade Appropriate Assessment
Newcomers 1A	District, Regional or BOCES Developed	Utica City SD Newcomers 1A Grade Appropriate Assessment
ESL 1A	State Assessment	NYSESLAT
ESL 1B	State Assessment	NYSESLAT
ESL 1C	State Assessment	NYSESLAT
ESL 2A	State Assessment	NYSESLAT
ESL 2B	State Assessment	NYSESLAT
ESL 2C	State Assessment	NYSESLAT
ESL 4	State Assessment	NYSESLAT
ESL Regents 1	State Assessment	NYSESLAT
ESL Regents 2	State Assessment	NYSESLAT
ESL Regents 1 Intensive	State Assessment	NYSESLAT
ESL Regents 2 Intensive	State Assessment	NYSESLAT
ESL 12	State Assessment	NYSESLAT
ESL 9	State Assessment	NYSESLAT
ESL 3, Grade 9	State Assessment	NYSESLAT
Physical Education 7-8	District, Regional or BOCES Developed	Utica City SD Physical Education 7-8 Grade Appropriate Assessment
Physical Education 9-12	District, Regional or BOCES Developed	Utica City SD Physical Education 9-12 Grade Appropriate Assessment
ELA 12	District, Regional or BOCES Developed	Utica City SD ELA Grade 12 Assessment
12 English AP	District, Regional or BOCES Developed	Utica City SD English AP Grade 12 Assessment
Sociology SUPA	District, Regional or BOCES Developed	Locally Developed Sociology SUPA Grade Appropriate

		Assessment
English 12 SUPA	District, Regional or BOCES Developed	Locally Developed English 12 SUPA Grade Appropriate Assessment
Spanish 1	District, Regional or BOCES Developed	Utica City SD Spanish 1 Grade Appropriate Assessment
Spanish 2	District, Regional or BOCES Developed	Utica City SD Spanish 2 Grade Appropriate Assessment
Spanish 3	District, Regional or BOCES Developed	Utica City SD Spanish 3 Grade Appropriate Assessment
Spanish 4	District, Regional or BOCES Developed	Utica City SD Spanish 4 Grade Appropriate Assessment
French 1	District, Regional or BOCES Developed	Utica City SD French 1 Grade Appropriate Assessment
French 2	District, Regional or BOCES Developed	Utica City SD French 2 Grade Appropriate Assessment
French 3	District, Regional or BOCES Developed	Utica City SD French 3 Grade Appropriate Assessment
French 4/5 MVCC	District, Regional or BOCES Developed	Locally Developed French 4/5 MVCC Grade Appropriate Assessment
Italian 1	District, Regional or BOCES Developed	Utica City SD Italian 1 Grade Appropriate Assessment
Italian 2	District, Regional or BOCES Developed	Utica City SD Italian 2 Grade Appropriate Assessment
Italian 3	District, Regional or BOCES Developed	Utica City SD Italian 3 Grade Appropriate Assessment
Italian 4/5 MVCC	District, Regional or BOCES Developed	Locally Developed Italian 4/5 MVCC Grade Appropriate Assessment
American National Government MVCC	District, Regional or BOCES Developed	Locally Developed American National Government MVCC Grade Appropriate Assessment
Government 12	District, Regional or BOCES Developed	Utica City SD Government 12 Grade Appropriate Assessment
Psychology	District, Regional or BOCES Developed	Utica City SD Psychology Grade Appropriate Assessment
Living Environment 1	District, Regional or BOCES Developed	Utica City SD Living Environment 1 Grade Appropriate Assessment
MS Health 7/8	District, Regional or BOCES Developed	Utica City SD MS Health 7/8 Grade Appropriate Assessment
Home & Careers 7/8	District, Regional or BOCES Developed	Utica City SD Home & Careers 7/8 Grade Appropriate Assessment
Technology 7/8	District, Regional or BOCES Developed	Utica City SD Technology 7/8 Grade Appropriate Assessment
Music 7	District, Regional or BOCES Developed	Utica City SD Music Grade 7 Assessment
Band 7/8	District, Regional or BOCES Developed	Utica City SD Band 7/8 Grade Appropriate Assessment

Orchestra 7/8	District, Regional or BOCES Developed	Utica City SD Orchestra 7/8 Grade Appropriate Assessment
Art 8	District, Regional or BOCES Developed	Utica City SD Art Grade 8 Assessment
PE 7	District, Regional or BOCES Developed	Utica City SD PE Grade 7 Assessment
PE 8	District, Regional or BOCES Developed	Utica City SD PE Grade 8 Assessment
LOTE Italian A	District, Regional or BOCES Developed	Utica City SD LOTE Italian A Grade Appropriate Assessment
LOTE French A	District, Regional or BOCES Developed	Utica City SD LOTE French A Grade Appropriate Assessment
LOTE Spanish A	District, Regional or BOCES Developed	Utica City SD LOTE Spanish A Grade Appropriate Assessment
LOTE Italian B	District, Regional or BOCES Developed	Utica City SD LOTE Italian B Grade Appropriate Assessment
LOTE French B	District, Regional or BOCES Developed	Utica City SD LOTE French B Grade Appropriate Assessment
LOTE Spanish B	District, Regional or BOCES Developed	Utica City SD LOTE Spanish B Grade Appropriate Assessment
PE K-6	District, Regional or BOCES Developed	Utica City SD PE K-6 Grade Appropriate Assessment
Music K-6	District, Regional or BOCES Developed	Utica City SD Music K-6 Grade Appropriate Assessment
Art K-6	District, Regional or BOCES Developed	Utica City SD Art K-6 Grade Appropriate Assessment
Library K-6	District, Regional or BOCES Developed	Utica City SD Library K-6 Grade Appropriate Assessment
Library 7-8	District, Regional or BOCES Developed	Utica City SD Library 7-8 Grade Appropriate Assessment

3.12 All Other Courses

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

Course or Subject	Option	Assessment
Health HS	District, Regional or BOCES Developed	Utica City SD Health Grade Appropriate Assessment
Topics in Math	District, Regional or BOCES Developed	Utica City SD Topics in Math Grade Appropriate Assessment
Applied Algebra 1R	District, Regional or BOCES Developed	Utica City SD Applied Algebra 1R Grade Appropriate Assessment
Applied Geometry	District, Regional or BOCES Developed	Utica City SD Applied Geometry Grade Appropriate Assessment
Intermediate Algebra	District, Regional or BOCES Developed	Utica City SD Intermediate Algebra Grade Appropriate Assessment
Intro to Trig & Alg 2	District, Regional or BOCES Developed	Utica City SD Intro to Trig & Alg 2 Grade Appropriate Assessment
Intro to Pre-Calculus	District, Regional or BOCES Developed	Utica City SD Intro to Pre-Calculus Grade Appropriate Assessment
Pre-Calculus	District, Regional or BOCES Developed	Utica City SD Pre-Calculus Grade Appropriate Assessment
Elements of Calculus	District, Regional or BOCES Developed	Utica City SD Elements of Calculus Grade Appropriate Assessment
Calculus AP	District, Regional or BOCES Developed	Utica City SD AP Calculus Grade Appropriate Assessment
Statistics	District, Regional or BOCES Developed	Utica City SD Statistics Grade Appropriate Assessment
Naval Science 1	District, Regional or BOCES Developed	Utica City SD Naval Science 1 Grade Appropriate Assessment
Naval Science 2	District, Regional or BOCES Developed	Utica City SD Naval Science 2 Grade Appropriate Assessment
Naval Science 3	District, Regional or BOCES Developed	Utica City SD Naval Science 3 Grade Appropriate Assessment
Naval Science 4	District, Regional or BOCES Developed	Utica City SD Naval Science 4 Grade Appropriate

		Assessment
Naval Science Advanced Seminar	District, Regional or BOCES Developed	Utica City SD Naval Science Advanced Seminar Grade Appropriate Assessment
Art in our Lives 9-10	District, Regional or BOCES Developed	Utica City SD Art in our Lives 9-10 Grade Appropriate Assessment
Art in our Lives 11-12	District, Regional or BOCES Developed	Utica City SD Art in our Lives 11-12 Grade Appropriate Assessment
Art 1	District, Regional or BOCES Developed	Utica City SD Art 1 Grade Appropriate Assessment
Art 2	District, Regional or BOCES Developed	Utica City SD Art 2 Grade Appropriate Assessment
Fashion & Design	District, Regional or BOCES Developed	Utica City SD Fashion & Design Grade Appropriate Assessment
Orchestra 9-12	District, Regional or BOCES Developed	Utica City SD Orchestra 9-12 Grade Appropriate Assessment
Band 9-10	District, Regional or BOCES Developed	Utica City SD Band 9-10 Grade Appropriate Assessment
Band 11-12	District, Regional or BOCES Developed	Utica City SD Band 11-12 Grade Appropriate Assessment
Music in Our Lives 9-10	District, Regional or BOCES Developed	Utica City SD Music in Our Lives 9-10 Grade Appropriate Assessment
Music in Our Lives 11-12	District, Regional or BOCES Developed	Utica City SD Music in Our Lives 11-12 Grade Appropriate Assessment
Mixed Choir 9-12	District, Regional or BOCES Developed	Utica City SD Mixed Choir 9-12 Grade Appropriate Assessment
Senior Choir 12	District, Regional or BOCES Developed	Utica City SD Senior Choir 12 Grade Appropriate Assessment
Business Communication	District, Regional or BOCES Developed	Utica City SD Business Communication Grade Appropriate Assessment
Computer Application/Keyboarding	District, Regional or BOCES Developed	Utica City SD Computer Application/Keyboarding Grade Appropriate Assessment
Microsoft Office	District, Regional or BOCES Developed	Utica City SD Microsoft Office Grade Appropriate Assessment
Creating Web Page	District, Regional or BOCES Developed	Utica City SD Creating Web Page Grade Appropriate Assessment
Desktop Publishing	District, Regional or BOCES Developed	Utica City SD Desktop Publishing Grade Appropriate Assessment

Intro to Computers 11-12	District, Regional or BOCES Developed	Utica City SD Intro to Computers 11-12 Grade Appropriate Assessment
Careers/Finance Management	District, Regional or BOCES Developed	Utica City SD Careers/Finance Management Grade Appropriate Assessment
Accounting 1	District, Regional or BOCES Developed	Utica City SD Accounting 1 Grade Appropriate Assessment
Sports Marketing	District, Regional or BOCES Developed	Utica City SD Sports Marketing Grade Appropriate Assessment
Business Law/Government	District, Regional or BOCES Developed	Utica City SD Business Law/Government Grade Appropriate Assessment
Business Management	District, Regional or BOCES Developed	Utica City SD Business Management Grade Appropriate Assessment
Wall Street Stock Investing	District, Regional or BOCES Developed	Utica City SD Wall Street Stock Investing Grade Appropriate Assessment
Business Economics	District, Regional or BOCES Developed	Utica City SD Business Economics Grade Appropriate Assessment
Business Economics Dual Credit	District, Regional or BOCES Developed	Locally Developed Business Economics Dual Credit Grade Appropriate Assessment
Business Psychology	District, Regional or BOCES Developed	Utica City SD Business Psychology Grade Appropriate Assessment
Intro to Computers 9-10	District, Regional or BOCES Developed	Utica City SD Intro to Computers 9-10 Grade Appropriate Assessment
Advanced Topics Business Math	District, Regional or BOCES Developed	Utica City SD Advanced Topics Business Math Grade Appropriate Assessment
Adobe PS/Graphic Design	District, Regional or BOCES Developed	Utica City SD Adobe PS/Graphic Design Grade Appropriate Assessment
Finance	District, Regional or BOCES Developed	Utica City SD Finance Grade Appropriate Assessment
Advanced Intro to Computers	District, Regional or BOCES Developed	Utica City SD Advanced Intro to Computers Grade Appropriate Assessment
Technical Drawing	District, Regional or BOCES Developed	Utica City SD Technical Drawing Grade Appropriate Assessment
Architectural Drawing	District, Regional or BOCES Developed	Utica City Architectural Drawing SD Grade Appropriate Assessment

Computer Assisted Drawing	District, Regional or BOCES Developed	Utica City SD Computer Assisted Drawing Grade Appropriate Assessment
Residential Wiring	District, Regional or BOCES Developed	Utica City SD Residential Wiring Grade Appropriate Assessment
Residential Structures	District, Regional or BOCES Developed	Utica City SD Residential Structures Grade Appropriate Assessment
Materials Production	District, Regional or BOCES Developed	Utica City SD Materials Production Grade Appropriate Assessment
PLTW	District, Regional or BOCES Developed	Utica City SD PLTW Grade Appropriate Assessment
Newcomers 1A	District, Regional or BOCES Developed	Utica City SD Newcomers 1A Grade Appropriate Assessment
ESL 1A	District, Regional or BOCES Developed	Utica City SD ESL 1A Grade Appropriate Assessment
ESL 1B	District, Regional or BOCES Developed	Utica City SD ESL 1B Grade Appropriate Assessment
ESL 1C	District, Regional or BOCES Developed	Utica City SD ESL 1C Grade Appropriate Assessment
ESL 2A	District, Regional or BOCES Developed	Utica City SD ESL 2A Grade Appropriate Assessment
ESL 2B	District, Regional or BOCES Developed	Utica City SD ESL 2B Grade Appropriate Assessment
ESL 2C	District, Regional or BOCES Developed	Utica City SD ESL 2C Grade Appropriate Assessment
ESL 4	District, Regional or BOCES Developed	Utica City SD ESL 4 Grade Appropriate Assessment
ESL Regents 1	District, Regional or BOCES Developed	Utica City SD ESL Regents 1 Grade Appropriate Assessment
ESL Regents 2	District, Regional or BOCES Developed	Utica City SD ESL Regents 2 Grade Appropriate Assessment
ESL Regents 1 Intensive	District, Regional or BOCES Developed	Utica City SD ESL Regents 1 Intensive Grade Appropriate Assessment
ESL Regents 2 Intensive	District, Regional or BOCES Developed	Utica City SD ESL Regents 2 Intensive Grade Appropriate Assessment
ESL 12	District, Regional or BOCES Developed	Utica City SD ESL Grade 12 Assessment
ESL 9	District, Regional or BOCES Developed	Utica City SD ESL Grade 9 Assessment
ESL 3, Grade 9	District, Regional or BOCES Developed	Utica City SD ESL 3, Grade 9 Grade Appropriate Assessment
Physical Education 7-8	District, Regional or BOCES Developed	Utica City SD Physical Education 7-8 Grade Appropriate Assessment

Physical Education 9-12	District, Regional or BOCES Developed	Utica City SD Physical Education 9-12 Grade Appropriate Assessment
ELA 12	District, Regional or BOCES Developed	Utica City SD ELA Grade 12 Assessment
12 English AP	District, Regional or BOCES Developed	Utica City SD English AP Grade 12 Assessment
Sociology SUPA	District, Regional or BOCES Developed	Locally Developed Sociology SUPA Grade Appropriate Assessment
English 12 SUPA	District, Regional or BOCES Developed	Locally Developed English 12 SUPA Grade Appropriate Assessment
Spanish 1	District, Regional or BOCES Developed	Utica City SD Spanish 1 Grade Appropriate Assessment
Spanish 2	District, Regional or BOCES Developed	Utica City SD Spanish 2 Grade Appropriate Assessment
Spanish 3	District, Regional or BOCES Developed	Utica City SD Spanish 3 Grade Appropriate Assessment
Spanish 4	District, Regional or BOCES Developed	Utica City SD Spanish 4 Grade Appropriate Assessment
French 1	District, Regional or BOCES Developed	Utica City SD French 1 Grade Appropriate Assessment
French 2	District, Regional or BOCES Developed	Utica City SD French 2 Grade Appropriate Assessment
French 3	District, Regional or BOCES Developed	Utica City SD French 3 Grade Appropriate Assessment
French 4/5 MVCC	District, Regional or BOCES Developed	Locally Developed French 4/5 MVCC Grade Appropriate Assessment
Italian 1	District, Regional or BOCES Developed	Utica City SD Italian 1 Grade Appropriate Assessment
Italian 2	District, Regional or BOCES Developed	Utica City SD Italian 2 Grade Appropriate Assessment
Italian 3	District, Regional or BOCES Developed	Utica City SD Italian 3 Grade Appropriate Assessment
Italian 4/5 MVCC	District, Regional or BOCES Developed	Locally Developed Italian 4/5 MVCC Grade Appropriate Assessment
American National Government MVCC	District, Regional or BOCES Developed	Locally Developed American National Government MVCC Grade Appropriate Assessment
Government 12	District, Regional or BOCES Developed	Utica City SD Government 12 Grade Appropriate Assessment
Psychology	District, Regional or BOCES Developed	Utica City SD Psychology Grade Appropriate Assessment
Living Environment 1	District, Regional or BOCES Developed	Utica City SD Living Environment 1 Grade Appropriate Assessment
MS Health 7/8	District, Regional or BOCES Developed	Utica City SD MS Health 7/8 Grade Appropriate Assessment
Home & Careers 7/8	District, Regional or BOCES Developed	Utica City SD Home & Careers 7/8 Grade Appropriate

		Assessment
Technology 7/8	District, Regional or BOCES Developed	Utica City SD Technology 7/8 Grade Appropriate Assessment
Music 7	District, Regional or BOCES Developed	Utica City SD Music 7 Grade Appropriate Assessment
Band 7/8	District, Regional or BOCES Developed	Utica City SD Band 7/8 Grade Appropriate Assessment
Orchestra 7/8	District, Regional or BOCES Developed	Utica City SD Orchestra 7/8 Grade Appropriate Assessment
Art 8	District, Regional or BOCES Developed	Utica City SD Art Grade 8 Assessment
PE 7	District, Regional or BOCES Developed	Utica City SD PE Grade 7 Assessment
PE 8	District, Regional or BOCES Developed	Utica City SD PE Grade 8 Assessment
LOTE Italian A	District, Regional or BOCES Developed	Utica City SD LOTE Italian A Grade Appropriate Assessment
LOTE French A	District, Regional or BOCES Developed	Utica City SD LOTE French A Grade Appropriate Assessment
LOTE Spanish A	District, Regional or BOCES Developed	Utica City SD LOTE Spanish A Grade Appropriate Assessment
LOTE Italian B	District, Regional or BOCES Developed	Utica City SD LOTE Italian B Grade Appropriate Assessment
LOTE French B	District, Regional or BOCES Developed	Utica City SD LOTE French B Grade Appropriate Assessment
LOTE Spanish B	District, Regional or BOCES Developed	Utica City SD LOTE Spanish B Grade Appropriate Assessment
PE K-6	District, Regional or BOCES Developed	Utica City SD PE K-6 Grade Appropriate Assessment
Music K-6	District, Regional or BOCES Developed	Utica City SD Music K-6 Grade Appropriate Assessment
Art K-6	District, Regional or BOCES Developed	Utica City SD Art K-6 Grade Appropriate Assessment
Library K-6	District, Regional or BOCES Developed	Utica City SD Library K-6 Grade Appropriate Assessment
Library 7-8	District, Regional or BOCES Developed	Utica City SD Library 7-8 Grade Appropriate Assessment
Library 9-12	District, Regional or BOCES Developed	Utica City SD Library 9-12 Grade Appropriate Assessment

Total Average Rubric Score	
1.000	
1.008	
1.017	
1.025	
1.033	
1.042	
1.050	
1.058	
1.067	
1.075	
1.083	
1.092	
1.100	
1.108	
1.115	
1.123	
1.131	
1.138	
1.146	
1.154	
1.162	
1.169	
1.177	
1.185	
1.192	
1.200	
1.208	
1.217	
1.225	
1.233	
1.242	
1.250	
1.258	
1.267	
1.275	
1.283	
1.292	
1.300	
1.308	
1.317	
1.325	
1.333	
1.342	
1.350	
1.358	
1.367	
1.375	
1.383	

1.392		
1.40		
1.50		
1.60		
1.70		
1.80		
1.90		
2.00		
2.10		
2.20		
2.30		
2.40		
2.50		
2.60		
2.70		
2.80		
2.90		
3.00		
3.10		
3.20		
3.30		
3.40		
3.50		
3.60		
3.70		
3.80		
3.90		
4.00		

Score for 0-50 Rubric			Self Reflection 0-5		Goal Setting 0-5
0.00			0.00		0.00
0.83			0.08		0.08
1.67			0.17		0.17
2.50			0.25		0.25
3.33			0.33		0.33
4.17			0.42		0.42
5.00			0.50		0.50
5.83			0.58		0.58
6.66			0.67		0.67
7.50			0.75		0.75
8.33			0.83		0.83
9.16			0.92		0.92
10.00			1.00		1.00
10.83			1.08		1.08
11.66			1.17		1.17
12.50			1.25		1.25
13.33			1.33		1.33
14.16			1.42		1.42
14.99			1.50		1.50
15.83			1.58		1.58
16.66			1.67		1.67
17.49			1.75		1.75
18.33			1.83		1.83
19.16			1.92		1.92
19.99			2.00		2.00
20.83			2.08		2.08
21.66			2.17		2.17
22.49			2.25		2.25
23.32			2.33		2.33
24.16			2.42		2.42
24.99			2.50		2.50
25.82			2.58		2.58
26.66			2.67		2.67
27.49			2.75		2.75
28.32			2.83		2.83
29.16			2.92		2.92
29.99			3.00		3.00
30.82			3.08		3.08
31.65			3.17		3.17
32.49			3.25		3.25
33.32			3.33		3.33
34.15			3.42		3.42
34.99			3.50		3.50
35.82			3.58		3.58
36.65			3.67		3.67
37.49			3.75		3.75
38.32			3.83		3.83
39.15			3.92		3.92

39.98			4.00		4.00
40.82			4.08		4.08
41.65			4.17		4.17
42.23			4.22		4.22
42.82			4.28		4.28
43.40			4.34		4.34
43.98			4.40		4.40
44.57			4.46		4.46
45.15			4.51		4.51
45.73			4.57		4.57
46.31			4.63		4.63
46.90			4.69		4.69
47.48			4.75		4.75
47.65			4.76		4.76
47.81			4.78		4.78
47.98			4.80		4.80
48.15			4.81		4.81
48.31			4.83		4.83
48.48			4.85		4.85
48.65			4.86		4.86
48.81			4.88		4.88
48.98			4.90		4.90
49.15			4.91		4.91
49.40			4.94		4.94
49.56			4.96		4.96
49.81			4.98		4.98
49.98			5.00		5.00
50.00			5.00		5.00

UTICA CITY SCHOOL DISTRICT
Teacher Improvement Plan

Teacher:_____ Probationary:_____ Tenure: _____ Subject:_____ Date of Review:_____

Standard / Domain	Area in Need of Improvement	Performance Goals & Benchmarks	Professional Development & Resources	Teacher Timeline	Evaluation Assessment & Monitoring (How Assessed)	Date of Progress Review	Accomplished Yes/No/ Ongoing
1. Knowledge of Students & Student Learning							
2. Knowledge of Content & Instructional Planning							
3. Instructional Practices							
4. Learning Environment							
5. Assessment for Student Learning							
6. Professional Responsibilities & Collaboration							
7. Professional Growth							

Teacher Reflection:

1. Which aspects of your instructional delivery were effective and why?

2. What would you do differently to increase your effectiveness?

3. Other comments:

Administrator Comments:

_____ All Objectives met; no additional TIP required

_____ Continuation of TIP recommended

_____ Modified TIP recommended

_____ TIP recommended for newly identified objectives

_____ _____

Teacher Signature **Date**

_____ _____

Administrator Signature **Date**

cc: Personnel File
Director of Curriculum and Instruction K-12

APPR Scoring Guide

Final Achievement

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	94-97%	90-93%	89%	88%	87%	86-85%	84-83%	82-81%	80-79%	78-77%	76-75%	74-71%	70-67%	66-63%	62-59%	58-55%	50-54%	49-44%	43-38%	37-0%

PRINCIPAL APPR SCORING SHEET			
Principal Name			
School		**School Year**	
Domain	**Domain Cummulative Score**	**Average Score**	**Domain Final Score**
Domain 1		0.00	0.00
Domain 2		0.00	0.00
Domain 3		0.00	0.00
Domain 4		0.00	0.00
Domain 5		0.00	0.00
Domain 6		0.00	0.00
Rubric Score			**0.00**
Self Evaluation:			
Domain 1		0.00	0.00
Domain 2		0.00	0.00
Domain 3		0.00	0.00
Domain 4		0.00	0.00
Domain 5		0.00	0.00
Domain 6		0.00	0.00
TotalSelf-Evaluation Score (0-10)			0.00
Goal Setting Score (0-10)			
TOTAL SCORE			**0.00**

Goal Setting

For each Goal assign a point from 0-3 based on the level of progress/accomplishment.

Completely Accomplished – 3 points
Significantly Accomplished – 2 points
Some Progress – 1 points
No Progress – 0 point

Goal	**Evaluation (Enter from 0 -3 for each)**
Goal A:	
Goal B:	
Goal C:	
Goal D:	
Total Points	0
Number of Goals	
Average Points	#DIV/0!
Point Conversion	**#DIV/0!**

Transfer the Point Conversion for Goal Setting to the APPR Scoring Sheet

UTICA CITY SCHOOL DISTRICT
Principal/Administrator Improvement Plan

Principal:_____ Probationary:_____ Tenure: _____ Date of Review:_____

Domain	Area in Need of Improvement	Performance Goals & Benchmarks	Professional Development & Resources	Timeline	Evaluation Assessment & Monitoring (How Assessed)	Date of Progress Review	Accomplished Yes/No/ Ongoing
1. Shared Vision of Learning							
2. School Culture and Instructional Program							
3. Safe, Efficient, Effective Learning Environment							
4. Community							
5. Integrity, Fairness, Ethics							
6. Political, Social, Economic, Legal and Cultural Context							
Other: Goal Setting and Attainment							

Principal/Administrator Reflection:

1. Which aspects of your professional abilities were effective and why?

2. What would you do differently to increase your effectiveness?

3. Other comments:

Administrator Comments:

_____ All Objectives met; no additional PIP required

_____ Continuation of PIP recommended

_____ Modified PIP recommended

_____ PIP recommended for newly identified objectives

_____ _____

Principal/Administrator Signature **Date**

_____ _____

Supervisor Signature **Date**

cc: Personnel File
Director of Curriculum and Instruction K-12

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Bruce Kramer 6/3/14

Teachers Union President Signature: Date:

Cherie Grant 6.3.14

Administrative Union President Signature: Date:

Michele LaGrave 6/3/14

Board of Education President Signature: Date:

6/3/14