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

Commissioner of Education
President of the University of the State of New York
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February 28, 2014

Revised

Dr. Dawn Santiago-Marullo, Superintendent
Victor Central School District
953 High Street
Victor, NY 14564

Dear Superintendent Santiago-Marullo:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Scott Bischoping

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Monday, July 08, 2013

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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 : 431701060000

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

431701060000

1.2) School District Name: VICTOR CSD

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

VICTOR CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Friday, February 28, 2014

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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	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	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.	Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The decision regarding the target type will be decided in the Fall of each school year. The same assessments will be used across all classrooms in the same grade level/course. The Superintendent will ensure the assessments are comparable and rigorous across classrooms. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be converted to a scale score of 0 to 20. The method for assigning points on the HEDI scale is outlined in the chart attached (attachment 2.11 VCS SLO Template). As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed

	ineffective.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	• Highly effective = 85-100% of students meet target as described above.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	• Effective = 65-84% of students meet target as described above.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	• Ineffective = 0-34% of students meet target as described above.

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	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	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.	Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The decision regarding the target type will be decided in the Fall of each school year. The same assessments will be used across all classrooms in the same grade level/course. The Superintendent will ensure the assessments are comparable and rigorous across classrooms. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be converted to a scale score of 0 to 20. The method for assigning points on the HEDI scale is outlined in the chart attached (attachment 2.11 VCS SLO Template). As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed ineffective.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	• Highly effective = 85-100% of students meet target as described above.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	• Effective = 65-84% of students meet target as described above.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	• Ineffective = 0-34% of students meet target as described above.

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	Not applicable	Grade 6 Common Branch
7	District, regional or BOCES-developed assessment	WFL BOCES-developed 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The decision regarding the target type will be decided in the Fall of each school year. The same assessments will be used across all classrooms in the same grade level/course. The Superintendent will ensure the assessments are comparable and rigorous across classrooms. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be converted to a scale score of 0 to 20. The method for assigning points on the HEDI scale is outlined in the chart attached (attachment 2.11 VCS SLO Template). As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed ineffective.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	• Highly effective = 85-100% of students meet target as described above.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	• Effective = 65-84% of students meet target as described above.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	• Ineffective = 0-34% of students meet target as described above.

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	Not applicable	Grade 6 Common Branch
7	District, regional or BOCES-developed assessment	WFL BOCES-developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	Victor Central School District Developed 8th grade social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The decision regarding the target type will be decided in the Fall of each school year. The same assessments will be used across all classrooms in the same grade level/course. The Superintendent will ensure the assessments are comparable and rigorous across classrooms. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be converted to a scale score of 0 to 20. The method for assigning points on the HEDI scale is outlined in the chart attached (attachment 2.11 VCS SLO Template). As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	• Highly effective = 85-100% of students meet target as described above.
Effective (9 - 17 points) Results meet District goals for similar students.	• Effective = 65-84% of students meet target as described above.
Developing (3 - 8 points) Results are below District goals for similar students.	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	• Ineffective = 0-34% of students meet target as described above.

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	WFL BOCES-developed Grade 9 Social Studies 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.	Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The decision regarding the target type will be decided in the Fall of each school year. The same assessments will be used across all classrooms in the same grade level/course. The Superintendent will ensure the assessments are comparable and rigorous across classrooms. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be converted to a scale score of 0 to 20. The method for assigning points on the HEDI scale is outlined in the chart attached (attachment 2.11 VCS SLO Template). As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	• Highly effective = 85-100% of students meet target as described above.
Effective (9 - 17 points) Results meet District goals for similar students.	• Effective = 65-84% of students meet target as described above.
Developing (3 - 8 points) Results are below District goals for similar students.	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	• Ineffective = 0-34% of students meet target as described above.

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.	Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The decision regarding the target type will be decided in the Fall of each school year. The same assessments will be used across all classrooms in the same grade level/course. The Superintendent will ensure the assessments are comparable and rigorous across classrooms. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be converted to a scale score of 0 to 20. The method for assigning points on the HEDI scale is outlined in the chart attached (attachment 2.11 VCS SLO Template). As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	• Highly effective = 85-100% of students meet target as described above.
Effective (9 - 17 points) Results meet District goals for similar students.	• Effective = 65-84% of students meet target as described above.
Developing (3 - 8 points) Results are below District goals for similar students.	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	• Ineffective = 0-34% of students meet target as described above.

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.	Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The determination will be made in the Fall of each year. The same assessments will be used across all classrooms in the same grade level/course. The Superintendent will ensure assessments are comparable and rigorous across classrooms. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be converted to a scale score of 0 to 20. The method for assigning points on the HEDI scale is outlined in the chart attached (attachment 2.11 VCS SLO Template). As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed ineffective. All students in Victor enrolled in Common Core courses will take the Common Core Algebra Regents. Student will be offered a choice to take the NYS Integrated Algebra Regents as well. If a student opts to take both exams, the higher of the two tests will count toward a teacher's growth determination based on their SLO. For as long as the ESEA waiver is in effect Math 8 teachers in the Junior High School who teach Algebra will develop their Algebra SLO midyear as described for in the High Algebra teacher SLO process, explained above.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	• Highly effective = 85-100% of students meet target as described above.
Effective (9 - 17 points) Results meet District goals for similar students.	• Effective = 65-84% of students meet target as described above.
Developing (3 - 8 points) Results are below District goals for similar students.	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	• Ineffective = 0-34% of students meet target as described above.

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	WFL BOCES-developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WFL BOCES-developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Exam

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.	Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The determination will be made in the Fall of each year. The Superintendent will ensure assessments are comparable and rigorous across classrooms. The same assessments will be used across all classrooms in the same grade level/course. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be converted to a scale score of 0 to 20. The method for assigning points on the HEDI scale is outlined in the chart attached (attachment 2.11 VCS SLO Template). As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	• Highly effective = 85-100% of students meet target as described above.
Effective (9 - 17 points) Results meet District goals for similar students.	• Effective = 65-84% of students meet target as described above.
Developing (3 - 8 points) Results are below District goals for similar students.	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	• Ineffective = 0-34% of students meet target as described above.

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
	Art (Elementary & Middle)	District, Regional or BOCES-developed	WFL BOCES- developed Art assessments for K-2, 3-5, 6-7
	PE (Elementary, Middle and Secondary)	District, Regional or BOCES-developed	WFL BOCES-developed PE assessments for K-2, 3-5, 6-8, 9-12
	General Music (K-8)	District, Regional or BOCES-developed	WFL, Monroe I, II combined BOCES Regionally developed Course Specific Music assessment
	Economics	District, Regional or BOCES-developed	WFL BOCES-developed Economics assessment
	Participation in Government	District, Regional or BOCES-developed	WFL BOCES-developed Particpation in Government assessment
	Health (Middle School)	District, Regional or BOCES-developed	WFL BOCES-developed Middle School Course Specific Health assessment
	Health (High School)	District, Regional or BOCES-developed	WFLBOCES-developed High School Course Specific Health assessment

	Design & Drawing for Production	District, Regional or BOCES-developed	WFL BOCES-developed DDP assessment
	Spanish 1	District, Regional or BOCES-developed	Monroe 2 BOCES-developed Spanish 1 assessment
	French 1	District, Regional or BOCES-developed	Monroe 2 BOCES-developed French 1 assessment
	Spanish 2	District, Regional or BOCES-developed	Monroe 2 BOCES-developed Spanish 2 assessment
	French 2	District, Regional or BOCES-developed	Monroe 2 BOCES-developed French 2 assessment
	Spanish 3	District, Regional or BOCES-developed	Monroe 2 BOCES-developed Spanish 3 assessment
	French 3	District, Regional or BOCES-developed	Monroe 2 BOCES-developed French 3 assessment
	Spanish 4	District, Regional or BOCES-developed	Victor Central School District Developed Spanish 4 assessment
	French 4	District, Regional or BOCES-developed	Monroe 2 BOCES-developed French 4 assessment
	Spanish Level 4 IB	District, Regional or BOCES-developed	Victor Central School District Developed Spanish 4 IB assessment
	Statistics	District, Regional or BOCES-developed	Victor Central School District Developed Statistics assessment
	Applied Geometry	District, Regional or BOCES-developed	Victor Central School District Developed Applied Geometry assessment
	Pre-Calculus Mathematics	District, Regional or BOCES-developed	Victor Central School District Developed Pre-Calculus Math 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.	All Victor Central School District developed assessments will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The same assessments will be used across all classrooms in the same grade level/course. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be converted to a scale score of 0 to 20.The method for assigning points on the HEDI scale is outlined in the chart attached (attachment 2.11 VCS SLO Template). As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	• Highly effective = 85-100% of students meet target as described above.

Effective (9 - 17 points) Results meet District goals for similar students.	• Effective = 65-84% of students meet target as described above.
Developing (3 - 8 points) Results are below District goals for similar students.	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	• Ineffective = 0-34% of students meet target as described above.

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/12186/560752-avH4IQNZMh/2 10 All other courses VCS_1.pdf

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/560752-TXEtxx9bQW/2.11 VCSD SLO Template.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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)

Created Tuesday, April 30, 2013
Updated Friday, February 28, 2014

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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	6(ii) School wide measure computed locally	Grade 4-6 NYS Exams ELA, Math and Grade 4 Science
5	6(ii) School wide measure computed locally	Grade 4-6 NYS Exams ELA, Math and Grade 4 Science
6	6(ii) School wide measure computed locally	Grade 4-6 NYS Exams ELA, Math and Grade 4 Science

7	6(ii) School wide measure computed locally	Grade 7-8 NYS Exams ELA, Math and Grade 8 Science or Common Core Algebra Regents
8	6(ii) School wide measure computed locally	Grade 7-8 NYS Exams ELA and Grade 8 Science, Grade 7-8 NYS Exam Math or Common Core Algebra Regents

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (NYS Assessment Score of 3 or 4 or Common Core Regents Score of 65 or better) on the following assessments. Victor Intermediate Building Grades 4-6 will use the percent of students earning proficiency on the average of State Exams: ELA 4-6, Math 4-6 and Science Grade 4. Victor Junior High School Grades 7-8 will use the percent proficient using an average of State Exams: ELA 7-8 and Science 8. State Exam - Math 7-8 or Common Core Algebra Exam. Eighth grade students in Victor will be taking either the Math 8 Exam or Common Core Algebra Regents. Teacher scores for these specific students will be determined using the proficiency ratings of either Math 8 or Common Core Algebra Regents exam. See attachments. The rating for the achievement portion of the APPR will be determined by utilizing the building specific descriptions and charts below. We will average the student proficiency percentages from the multiple measures administered in each building and then use this average to apply to building level HEDI scales. All students on the class rosters will be expected to sit for the aforementioned exams and all possible efforts will be made to ensure compliance. Refer to upload HEDI conversion charts.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly effective for this population is defined as meeting or exceeding 70% average percent meeting proficiency.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for this population is defined as 45-69% average percent meeting proficiency.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for this population is defined as 39-44% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for this population is defined as 0-38% average percent meeting proficiency.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grade 4-6 NYS Exams ELA, Math and Grade 4 Science
5	6(ii) School wide measure computed locally	Grade 4-6 NYS Exams ELA, Math and Grade 4 Science
6	6(ii) School wide measure computed locally	Grade 4-6 NYS Exams ELA, Math and Grade 4 Science
7	6(ii) School wide measure computed locally	Grade 7-8 NYS Exams ELA, Math and Grade 8 Science or Common Core Algebra Regents
8	6(ii) School wide measure computed locally	Grade 7-8 NYS Exams ELA and Grade 8 Science, Grade 7-8 NYS Exam Math or Common Core Algebra Regents

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (NYS Assessment Score of 3 or 4 or Common Core Regents Score of 65 or better) on the following assessments. Victor Intermediate Building Grades 4-6 will use the percent of students earning proficiency on the average of State Exams: ELA 4-6, Math 4-6 and Science Grade 4. Victor Junior High School Grades 7-8 will use the percent proficient using an average of State Exams: ELA 7-8 and Science 8. State Exam - Math 7-8 or Common Core Algebra Exam. Eighth grade students in Victor will be taking either the Math 8 Exam or Common Core Algebra Regents. Teacher scores for these specific students will be determined using the proficiency ratings of either Math 8 or Common Core Algebra Regents exam. See attachments. The rating for the achievement portion of the APPR will be determined by utilizing the building specific descriptions and charts below. We will average the student proficiency percentages from the multiple measures administered in each building and then use this average to apply to building level HEDI scales. All students on the class rosters will be expected to sit for the aforementioned exams and all possible efforts will be made to ensure compliance. Refer to upload HEDI conversion charts.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly effective for this population is defined as meeting or exceeding 70% average percent meeting proficiency.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for this population is defined as 45-69% average percent meeting proficiency.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for this population is defined as 39-44% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for this population is defined as 0-38 % average percent meeting proficiency.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/560753-rhJdBgDruP/3.3 Local Measure of Student Achievement 15 20 Pt Conversion Charts_4.pdf

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	6(ii) School-wide measure computed locally	Victor Central School District developed math assessment for K-3
1	6(ii) School-wide measure computed locally	Victor Central School District developed math assessment for K-3
2	6(ii) School-wide measure computed locally	Victor Central School District developed math assessment for K-3
3	6(ii) School-wide measure computed locally	Victor Central School District developed math assessment for K-3

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (Score of 65 or better) on the listed assessments. Victor Early Childhood School (ECS) (Formerly Early Childhood Education Center ECEC) contains the majority of K-1 classes. VCSD K-1 Multi-age teachers, K-1 Self Contained classes and classroom teachers grades 2-3 are housed in the Primary School. All grades K-3 will use the percent of students earning proficiency on the district developed math assessments given within the building. These measures will be rigorous and comparable according to the standards of

	psychological testing.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Victor ECS Grades K-1: Highly effective for this population is defined as meeting or exceeding 87% average percent meeting proficiency. Victor Primary School Grades K-3: Highly effective for this population is defined as meeting or exceeding 80% average percent meeting proficiency.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Victor ECS Grades K-1: Effective for this population is defined as 67-86% average percent meeting proficiency. Victor Primary School Grades K-3: Effective for this population is defined as 63-79% average percent meeting proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Victor ECS Grades K-1: Developing for this population is defined as 61-66% average percent meeting proficiency. Victor Primary School Grades K-3: Developing for this population is defined as 57-62% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Victor ECS Grades K-1: Ineffective for this population is defined as 0-60% average percent meeting proficiency. Victor Primary School Grades K-3: Ineffective for this population is defined as 0-56% average percent meeting proficiency.

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	6(ii) School-wide measure computed locally	Victor Central School District developed math assessment for K-3
1	6(ii) School-wide measure computed locally	Victor Central School District developed math assessment for K-3
2	6(ii) School-wide measure computed locally	Victor Central School District developed math assessment for K-3
3	6(ii) School-wide measure computed locally	Victor Central School District developed math assessment for K-3

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (Score of 65 or better) on the following assessments. Victor Early Childhood School (ECS) (Formerly Early Childhood Education Center ECEC) contains the majority

	of K-1 classes. VCSD K-1 Multi-age teachers, K-1 Self Contained classes and classroom teachers grades 2-3 are housed in the Primary School. All grades K-3 will use the percent of students earning proficiency on the district developed math assessments within the building.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Victor ECS Grades K-1: Highly effective for this population is defined as meeting or exceeding 87% average percent meeting proficiency. Victor Primary School Grades K-3: Highly effective for this population is defined as meeting or exceeding 80% average percent meeting proficiency.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Victor ECS Grades K-1: Effective for this population is defined as 67-86% average percent meeting proficiency. Victor Primary School Grades K -3: Effective for this population is defined as 63-79% average percent meeting proficiency.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Victor ECS Grades K-1: Developing for this population is defined as 61-66% average percent meeting proficiency. Victor Primary School Grades K-3: Developing for this population is defined as 57-62% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Victor ECS Grades K-1: Ineffective for this population is defined as 0-60% average percent meeting proficiency. Victor Primary School Grades K -3: Ineffective for this population is defined as 0-56% average percent meeting proficiency.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 4-6 NYS Exams ELA, Math and Grade 4 Science
7	6(ii) School wide measure computed locally	Grade 7 & 8 NYS Exams ELA, Math and Grade 8 Science or Common Core Algebra Regents
8	6(ii) School wide measure computed locally	Grade 7-8 NYS Exams ELA and Grade 8 Science, Grade 7-8 NYS Exam Math or Common Core Algebra Regents

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (NYS Assessment Score of 3 or 4 or Common Core Regents Score of 65 or better) on the listed assessments. Victor Intermediate Building Grades 4-6 will use the percent of students earning proficiency on the average of State Exams: ELA 4-6, Math 4-6 and Science Grade 4.

	Victor Junior High School Grades 7-8 will use the percent proficient using an average of State Exams: ELA 7-8 and Science 8. State Exam - Math 7-8 or Common Core Algebra Exam. Eighth grade students in Victor will be taking either the Math 8 Exam or Common Core Algebra Regents. Teacher scores for these specific students will be determined using the proficiency ratings of either Math 8 or Common Core Algebra Regents exam. These measures will be rigorous and comparable according to the standards of psychological testing. See attachments. The rating for the achievement portion of the APPR will be determined by utilizing the building specific descriptions and charts below. We will average the student proficiency percentages from the multiple measures administered in each building and then use this average to apply to building level HEDI scales. All students on the class rosters will be expected to sit for the aforementioned exams and all possible efforts will be made to ensure compliance. Refer to upload HEDI conversion charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly effective for this population is defined as meeting or exceeding 70% average percent meeting proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for this population is defined as 45-69% average percent meeting proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for this population is defined as 39-44% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for this population is defined as 0-38% average percent meeting proficiency.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 4-6 NYS Exams ELA, Math and Grade 4 Science
7	6(ii) School wide measure computed locally	Grade 7 & 8 NYS Exams ELA, Math and Grade 8 Science or Common Core Algebra Regents
8	6(ii) School wide measure computed locally	Grade 7-8 NYS Exams ELA and Grade 8 Science, Grade 7-8 NYS Exam Math or Common Core Algebra Regents

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (NYS Assessment Score of 3 or 4 or Common Core Regents Score of 65 or better) on the following assessments. Victor Intermediate Building Grades 4-6 will use the percent of students earning proficiency on the average of State Exams: ELA 4-6, Math 4-6 and Science Grade 4. Victor Junior High School Grades 7-8 will use the percent proficient using an average of State Exams: ELA 7-8 and Science 8. State Exam - Math 7-8 or Common Core Algebra Exam. Eighth grade students in Victor will be taking either the Math 8 Exam or Common Core Algebra Regents. Teacher scores for these specific students will be determined using the proficiency ratings of either Math 8 or Common Core Algebra Regents exam. See attachments. The rating for the achievement portion of the APPR will be determined by utilizing the building specific descriptions and charts below. We will average the student proficiency percentages from the multiple measures administered in each building and then use this average to apply to building level HEDI scales. All students on the class rosters will be expected to sit for the aforementioned exams and all possible efforts will be made to ensure compliance. Refer to upload HEDI conversion charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly effective for this population is defined as meeting or exceeding 70% average percent meeting proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for this population is defined as 45-69% average percent meeting proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for this population is defined as 39-44% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for this population is defined as 0-38% average percent meeting proficiency.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents

Global 2	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents
American History	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient (score of 65 or better) scores on the following assessments. Victor Senior High School Grades 9-12 will use the percent proficient using an average of Regents exams required for graduation. See attachments. The rating for the achievement portion of the APPR will be determined by utilizing the building specific descriptions and charts below. We will average the student proficiency percentages from the multiple measures administered in each building and then use this average to apply to building level HEDI scales. All students on the class rosters will be expected to sit for the aforementioned exams and all possible efforts will be made to ensure compliance. Refer to upload HEDI conversion charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly effective for this population is defined as meeting or exceeding 96% average percent meeting proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for this population is defined as 80-95% average percent meeting proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for this population is defined as 60-79% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for this population is defined as 0-59% average percent meeting proficiency.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents
Earth Science	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents
Chemistry	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents
Physics	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (score of 65 or better) on the following assessments. Victor Senior High School Grades 9-12 will use the percent proficient using an average of Regents exams required for graduation. See attachments. The rating for the achievement portion of the APPR will be determined by utilizing the building specific descriptions and charts below. We will average the student proficiency percentages from the multiple measures administered in each building and then use this average to apply to building level HEDI scales. All students on the class rosters will be expected to sit for the aforementioned exams and all possible efforts will be made to ensure compliance. Refer to upload HEDI conversion charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly effective for this population is defined as meeting or exceeding 96% average percent meeting proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for this population is defined as 80-95% average percent meeting proficiency.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for this population is defined as 60-79% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for this population is defined as 0-59% average percent meeting proficiency.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents
Geometry	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (score of 65 or better) on the following assessments. Victor Senior High School Grades 9-12 will use the percent proficient using an average of Regents exams required for graduation. See attachments. The rating for the achievement portion of the APPR will be determined by utilizing the building specific descriptions and charts below. We will average the student proficiency percentages from the multiple measures administered in each building and then use this average to apply to building level HEDI scales. All students on the class rosters will be expected to sit for the aforementioned exams and all possible efforts will be made to ensure compliance. Refer to upload HEDI conversion charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly effective for this population is defined as meeting or exceeding 96% average percent meeting proficiency.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for this population is defined as 80-95% average percent meeting proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for this population is defined as 60-79% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for this population is defined as 0-59% average percent meeting proficiency.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (score of 65 or better) on the following assessments. Victor Senior High School Grades 9-12 will use the percent proficient using an average of Regents exams required for graduation. See attachments.

	The rating for the achievement portion of the APPR will be determined by utilizing the building specific descriptions and charts below. We will average the student proficiency percentages from the multiple measures administered in each building and then use this average to apply to building level HEDI scales. All students on the class rosters will be expected to sit for the aforementioned exams and all possible efforts will be made to ensure compliance. Refer to upload HEDI conversion charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly effective for this population is defined as meeting or exceeding 96% average percent meeting proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for this population is defined as 80-95% average percent meeting proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for this population is defined as 60-79% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for this population is defined as 0-59% average percent meeting proficiency.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other high school courses not described above	6(ii) School wide measure computed locally	NYS Global Studies Regents, NYS US History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents and NYS Geometry Regents
	All other junior high school courses not described above	6(ii) School wide measure computed locally	Grade 7 & 8 State Exams ELA, Math and Grade 8 Science State Assessment, Grade 8 Math or Common Core and Integrated Algebra Regents
	K-1 Elementary Courses	6(ii) School wide measure computed locally	Victor Central School District developed math assessments in building for K-1
	K-3 Elementary Courses	6(ii) School wide measure computed locally	Victor Central School District developed math assessment in building for K-3
	4-6 Elementary Courses	6(ii) School wide measure computed locally	NYS ELA assessments grades 4-6, NYS math assessments grades 4-6 and NYS Science Grade 4

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores (score of 65 or better on Regents exams or on locally developed exams and a 3 or 4 State Assessments) on the following assessments. VCSD will use the average percent proficient on the assessments identified. See attachments. For students enrolled in Common Core Algebra Courses, Students may take the NYS Integrated Algebra in addition to the Common Core Algebra Regents. If the student takes both examinations the higher of the two scores will be used for APPR purposes. The rating for the achievement portion of the APPR will be determined by utilizing the building specific descriptions and charts below. We will average the student proficiency percentages from the multiple measures administered in each building and then use this average to apply to building level HEDI scales. All students on the class rosters will be expected to sit for the aforementioned exams and all possible efforts will be made to ensure compliance. Refer to uploaded HEDI conversion charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/560753-y92vNseFa4/3.13 Local Selected Measures Conversion Chart_5.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

Does not apply

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, February 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.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

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.

The rubric VCSD will be using to evaluate teacher performance in the classroom, the Framework for Teaching (2011 Revised Edition) contains four levels of performance ratings: “Unsatisfactory,” “Basic,” “Proficient,” and “Distinguished.”

The categories are converted to the NYSED HEDI rating categories as follows:
Unsatisfactory = Ineffective

Basic = Developing
Proficient = Effective
Distinguished = Highly Effective
Each of the 22 components will be given a score 1-4. When a component is observed over multiple observations the average score will be used. The average of each observation(s) score will then be converted, by adding the total up and dividing by 22. We will then utilize the “NYSUT Rubric Score to Subcomponent Conversion Chart” to align scores from the Danielson rubric to the HEDI ratings. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding 0-60 HEDI point value.

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

assets/survey-uploads/5091/131011-eka9yMJ855/4.5VCSDAPPRRubricConversionChartOnlineSubmission.pdf

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.	Based upon the information in the attachment entitled VCSDAPPRRubricConversionChartOnlineSubmission, a rating of highly effective will be assigned if a teacher's total average rubric score is between 3.3 -4.0 (a rubric score 59 or higher).
Effective: Overall performance and results meet NYS Teaching Standards.	Based upon the information in the attachment entitled VCSDAPPRRubricConversionChartOnlineSubmission, a rating of effective will be assigned if a teacher's total average rubric score is between 2.5-3.2 (a rubric score 57 to 58.)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based upon the information in the attachment entitled VCSDAPPRRubricConversionChartOnlineSubmission, a rating of developing will be assigned if a teacher's total average rubric score is between 1.5-2.4 (a rubric score 50 to 56).
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based upon the information in the attachment entitled VCSDAPPRRubricConversionChartOnlineSubmission, a rating of ineffective will be assigned if a teacher's total average rubric score is between 1-1.4 (49 or lower).

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Monday, July 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

Results are well above District- or BOCES-adopted expectations for 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 Monday, February 24, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/142248-Df0w3Xx5v6/VCSDTeacher Improvement Plan Form.pdf

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:

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review.
A teacher's right to appeal begins upon receipt of their composite effectiveness score and rating.
A teacher who receives an overall rating out of 100 of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.
A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
Appeals concerning a teacher's performance review must be received in the office of the Superintendent of Schools no later than September 15 of a given school year. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's/principal's right to appeal that performance review.

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

Within fifteen (15) calendar days of the Superintendent's receipt of an appeal, the lead evaluator shall be responsible for the performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.

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

Upon receipt of appeal and submission of lead evaluator's response, the Superintendent shall convene the APPR Appeal Committee to review the merits of the appeal. The committee members shall issue their determination to the staff member, lead evaluator and superintendent on the merits of the appeal within ten (10) calendar days but no later than thirty (30) calendar days from the date when the teacher filed his or her appeal. If consensus is not reached within the allotted time frame the appeal will be considered denied.

A teacher wishing to contest the Appeals Committee decision, must submit, in writing within five (5) school days of receiving the decision on the appeal (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, a detailed description of the precise point(s) of disagreement over the appeal committee decision, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.
The decision of the Superintendent shall be rendered within five (5) school days of the teacher's contest of the Appeals Committee decision and be will be considered final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal.

This process will ensure that an appeal of a VCSD teacher APPR score will occur with in a maximum of 55 days.

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.

In order to properly train evaluators in the nine requirements of 30-2.9(b) all new evaluators will complete training through the Wayne Finger Lakes BOCES which consist of 2-5 full-day trainings throughout the year. In addition, evaluators will have access to vendor specific trainings as applicable in order to ensure inter-rater reliability. Collaborative review and analysis of observation-based evidence and other professional discussions will occur at six Administrative Cabinet meetings during the school year to maintain inter-rater reliability.
Lead evaluators and evaluators will utilize authentic evidence gathered during actual teacher observations, they meet regularly to ensure the nine criteria areas are being consistently referenced in the observation process.
All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify lead evaluators to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be on-going, and documentation of training will continue in order for all lead evaluators to be recertified each year.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 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 Friday, February 28, 2014

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

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

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

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

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

Victor Intermediate School 4-6
Victor Junior High School 7-8
Victor Senior High School 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
	Victor Early Childhood Education Center (ECEC) Grades K-1	State-approved 3rd party assessment	AIMSweb
	Victor Primary School Grades K-3	State-approved 3rd party assessment	AIMSweb
	Victor Primary School Grade K-3	State assessment	NYS 3rd Grade State Assessments in Math and ELA

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.	Each principal will set building goals based upon the data gathered from pre-assessments. Pretest scores for all enrolled students will be the baseline and will be compared to the final assessment score to determine growth toward the grade wide target. SLO components including targets will be developed collaboratively between principals and the superintendent. The achieved tartget (s) will be converted to a scale score of 0-20. The method for assigning points on the HEDI scale is outlined in the chart attached 7.3 SLO Conversion Chart. As per NYSED guidelines, scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores of 3-8 rated as developing and 0-2 will be deemed ineffective.

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

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

assets/survey-uploads/12156/560757-lha0DogRNw/7.3 STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points) .pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Friday, February 28, 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
	4-6	(d) measures used by district for teacher evaluation	Grade 4-6 NYS State Exams in ELA, Math and Grade 4 Science
	7-8	(d) measures used by district for teacher evaluation	Grade 7/8 ELA State Assessment, Math 7State Assessment Grade 8 Science State Assessment, Grade 8 Math State Assessment or Common Core Algebra Assessment or Integrated Algebra Regents
	9-12	(d) measures used by district for teacher evaluation	NYS Global Studies Regents, NYS U.S. History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents, and NYS Geometry Regents

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores on the following assessments. Victor Intermediate Building Grades 4-6 will use the percent of students earning proficiency on the average of NYS State Exams: ELA 4-6, Math 4-6 and Science Grade 4 (3 or higher). Victor Junior High School Grades 7-8 will use the percent proficient using an average of NYS State Exams: ELA 7-8, Math 7 and Science 8 (3 or higher) Eighth grade students in Victor will be taking either the Math 8 Exam or Common Core Algebra Regents or Integrated Algebra Regents. Principal scores for these specific students will be determined using the proficiency ratings of either Math 8 or Common Core Algebra

	Regents exam. (Proficiency for Math 8 3 or higher, proficiency for Algebra, 65 or higher) Students enrolled in common core 8th grade Algebra will take the Integrated Algebra Regents in addition to the Common Core Algebra Regents. The higher of the two scores will be used for APPR purposes. Victor Senior High will use the percent proficient (total students who meet or exceed 65) using an average of the Regents exams required for graduation NYS Global Studies Regents, NYS U.S. History Regents, NYS Comprehensive English Regents, NYS Living Environment Regents, and NYS Geometry Regents. See attachments. (Will be using the attached 0-20 conversion tables for each building listed in 8.2 until value added is implemented)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective for 4-6 will be defined as meeting or exceeding 70% average meeting proficiency. Highly Effective for 7-8 will be defined as meeting or exceeding 70% average meeting proficiency. Highly Effective for 9-12 will be defined as meeting or exceeding 96% average meeting proficiency.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for 4-6 will be defined as 45-69% average meeting proficiency. Effective for 7-8 will be defined as 45-69% average meeting proficiency. Effective for 9-12 will be defined as 70-95% average meeting proficiency.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for 4-6 will be defined as 39-44 % average meeting proficiency. Developing for 7-8 will be defined as 39-44% average meeting proficiency. Developing for 9-12 will be defined as 51-69% average meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for 4-6 will be defined as 0-38% average meeting proficiency. Ineffective for 7-8 will be defined as 0-38% average percent meeting proficiency. Ineffective for 9-12 will be defined as 0-50% average meeting proficiency.

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/12190/560758-qBFVOWF7fC/8.1 LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS 15 Percent _1.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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
K-1	(d) measures used by district for teacher evaluation	VCSD developed math assessments for K-1
K-3	(d) measures used by district for teacher evaluation	VCSD developed math assessments for K-3

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.	VCSD will use building-wide achievement scores for the locally determined portion of the APPR. Each building will have a formula that will reflect the percentage of students earning proficient scores on the following assessments. Victor Early Childhood School Grades K-1 and Victor Primary School K-3 will use the percent of students earning proficiency on the locally developed math assessment. Proficiency at both the ECS and Victor Primary School School will be defined as students earning at least 75% on the locally developed math assessment. See attachments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective for Victor ECS K-1 will be defined as 87-100% average percent meeting proficiency. Highly Effective for Victor Primary K-3 will be defined as 80-100% average percent meeting proficiency.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective for Victor ECS K-1 will be defined as 67-86% average percent meeting proficiency. Effective for Victor Primary K-3 will be defined as 63-79% average percent meeting proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing for Victor ECS K-1 will be defined as 61-66% average percent meeting proficiency. Developing for Victor Primary K-3 will be defined as 57-62% average percent meeting proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective for Victor ECS K-1 will be defined as 0-60% average percent meeting proficiency. Ineffective for Victor Primary K-3 will be defined as 0-56% average percent meeting proficiency.

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

(No response)

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

assets/survey-uploads/12190/560758-T8MlGWUVm1/8.2 LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS 20 percent_1.pdf

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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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 Friday, February 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Each of the components within a given Domain on the Multidimensional Rubric will be given a score 1-4. Domain 1 will be weighted 10 points, Domain 2 weighted 20 points, Domain 3 weighted 10 points, Domain 4 weighted 5 points, Domain 5 weighted 10 points and Domain 6 weighted 5 points. Each component rating of 1-4 will be multiplied by a weighting factor and those component scores will be added to determining the domain score. Based upon all the evidence collected from multiple school visits a 1-4 score will be determined for each component. Using the attached rubric conversion chart to align scores from the Multidimensional Rubric to the HEDI ratings. When a calculated score does not appear on the conversion chart, the score will round to the nearest rating listed. If an ineffective rating was received in each component of each domain, the overall HEDI rating score for that Principal will be zero. The rounding will not result in movement between HEDI bands. The rubric scores listed are the minimum scores necessary to achieve the HEDI point value.

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/12205/560759-pMADJ4gk6R/9.7 Process for Assigning Points and Determining HEIDI Ratings_1.pdf

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

Highly Effective: Overall performance and results exceed standards.	Based upon the information in the attachment entitled 9.7 Principal Rubric Conversion Chart & Scoring Bands a rating of highly effective will be assigned if a principal's total average rubric score is between 54-60. This range would convert to 59 or 60 points on the HEDI scale.

Effective: Overall performance and results meet standards.	Based upon the information in the attachment entitled entitled 9.7 Principal Rubric Conversion Chart & Scoring Bands, a rating of effective will be assigned if a principal's total average rubric score is between 41-53. This range would convert to 57-58 points on the HEDI scale.
Developing: Overall performance and results need improvement in order to meet standards.	Based upon the information in the attachment entitled entitled 9.7 Principal Rubric Conversion Chart & Scoring Bands, a rating of developing will be assigned if a principal's total average rubric score is between 18-40. This range would convert to 50-56 points on the HEDI scale.
Ineffective: Overall performance and results do not meet standards.	Based upon the information in the attachment entitled entitled 9.7 Principal Rubric Conversion Chart & Scoring Bands, a rating of ineffective will be assigned if a principal's total average rubric score is between 0-17. This range would convert to 0-49 points on the HEDI scale.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, July 11, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

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

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Monday, February 24, 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/5276/156594-Df0w3Xx5v6/11.2 VCSD Principal Improvement Plan Form.pdf

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:

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related the annual professional performance review described herein. A principal's right to appeal is triggered by receipt of their composite score and rating on the APPR or the issuance of an improvement plan. Appeals are limited to those identified by Education Law §3012-c, as follows: The substance of the annual professional performance review; The school district's adherence to the standards and methodologies required for such reviews; The adherence to the Commissioner's regulations, as applicable to such reviews; Compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan; and The issuance and/or implementation of the terms of the principal improvement plan issued pursuant to this agreement for an overall rating of ineffective or developing. A principal may not file multiple appeals regarding the same performance review or issuance of an improvement plan, though the implementation of an improvement plan may be the basis for multiple appeals. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. All appeals shall be filed in writing. Appeals concerning a performance review or a PIP must be received in the Office of the Superintendent no later than September 15 of a given school year. The failure to submit an appeal within this time frame shall result in a waiver of the principal's right to appeal that performance review. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges must also be submitted with the appeal. Any information that is not submitted at the time the appeal is filed shall not be considered on behalf of the principal in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall provide a copy to the Superintendent's Office, along with any additional information submitted with the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Within ten (10) business days of receipt of the material listed above, the District must submit a detailed written response to the appeal. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response. The District must also submit this material and all of the principal's material to the designated reviewer within the 10 business day period. No additional information may be submitted by either party at any time after the District submits the parties' information and any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. Within five business days of the District's response, a single individual hearing officer (who will be mutually chosen by the Superintendent and Association President from a list of three hearing officers agreed upon at the beginning of the academic year) will make a decision on the appeal. The Hearing Officer's decision shall be a final decision. This process will ensure that an appeal of a VCSD principal APPR score will conclude within 25 business days of the receipt of the appeal.

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

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

In order to properly train the principal's lead evaluator in the nine requirement identified in 30-2.9(b) all evaluators will complete training through the Wayne Finger Lakes BOCES as scheduled / applicable throughout the year. The minimum amount of training will consist of one day per year. Collaborative review and analysis of observation-based evidence and other professional discussions will occur at the WFL-BOCES Chief School Officer meetings during the school year to ensure high standards of data analysis / interpretation.

The evaluator will utilize authentic evidence gathered during actual principal observations and school visitations. All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the lead evaluator has been properly trained, the Board of Education will certify the lead evaluator to conduct evaluations. The activities outlined and participation in regional meetings and trainings will be on-going, and documentation of training will continue in order for all evaluators to be recertified each year.

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 Wednesday, December 04, 2013
Updated Friday, February 28, 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/12158/827966-3Uqgn5g9Iu/Task 12 Feb Submission Signature Form.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.

Form 2.10) All Other Courses for Victor Central School District

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
	AP Courses: Biology, Calculus AB, Calculus BC, Chemistry, Economics, Language and Composition 10, Literature and Composition12, US Government, Psychology, World History	○ State Assessment ○ State-approved 3rd party assessment X District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	VCS District-developed, COURSE SPECIFIC Assessments
	Project Lead the Way Courses: Digital Electronics, Principles of Engineering Electronics, Principles of Engineering	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	VCS District-developed, COURSE SPECIFIC assessments

	<u>Business:</u> IB Business & Management, Marketing 1	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	VCS District-developed, COURSE SPECIFIC, assessments
	Art Art 8, Drawing and Painting, Photography, Ceramics, Computer Generated Art	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	VCS District-developed, COURSE SPECIFIC assessments
	English Pre-°©- AP English 9, English 12	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	VCS District-developed, COURSE SPECIFIC assessments
	Music 8th grade Band, Concert Band, SH Orchestra, Concert Choir	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	VCS District-developed, COURSE SPECIFIC assessments
	Special Education Self-Contained Life Prep at	State Assessment State-approved 3rd party assessment	VCS District-developed, COURSE

	Nazareth College	X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	SPECIFIC assessments
	Self Contained K-3	. X State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Students will take either the NYS 3rd grade ELA and Math and NYSAA

	all other teachers not named above	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	VCS District-developed, COURSE SPECIFIC assessments

Teachers who support Students with Disabilities in courses that are assessed using the Regents and/or State assessments will use those assessments in their SLOs.

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 student performance.

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.	Grade levels and/or departments will set individual/group goals based upon data gathered from pre-assessments. The same assessments will be used across all classrooms in the same grade level/course. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. SLO components, including targets, will be developed collaboratively between principals and an individual teacher or groups of teachers. The achieved target(s) will be

	converted to a scale score of 0 to 20. The chart for assigning points on the HEDI scale outlined in the attachment 2.11 VCS SLO Template. As per NYSED guidelines scores of 18-20 will be Highly Effective, scores of 9-17 will be effective, scores 3-8 rated as developing and 0-2 will be deemed ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	• Highly effective = 85-100% of students meet target as described above.
Effective (9 - 17 points) Results meet District goals for similar students.	• Effective = 65-84% of students meet target as described above.
Developing (3 - 8 points) Results are below District goals for similar students.	• Developing = 35-64% of students meet target as described above.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	• Ineffective = 0-34% of students meet target as described above.

VCS Student Learning Objective Template

All SLOs MUST include the following basic components:	
Teacher(s) Name(s)	**Grade Level:** **Course Name:**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?*
Student Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO.* If applicable, how many and what types of identifiable subgroups exist (students with disabilities, students receiving AIS services, English as Second Language Learners, students who receive free and reduced lunch)? *Full class rosters of all students must be provided for all included course sections.* Number of Students and Sections:
Learning Content	What is the most critical aspect for the development of these students in this content this year? *What is the most important learning in the instructional period covered? List Common Core/National/State standards.* Source of Standards: Standards, Performance Indicators, etc.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must be comparable, rigorous and align to the learning content.* Pre-Assessment(s): Summative Assessment(s): Administration of assessments and scoring will be conducted according to district protocol.

Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period? Describe how students performed on the pre-assessment for the learning content. Actual baseline scores for each student are required.*
Target(s)	*What is the level of knowledge and skill that students are expected to achieve at the end of the instructional period? What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? Please attach class rosters with pre-assessment data and targets.* The target must be consistent with district expectations. Actual final scores for each student are required.
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

HEDI Scoring

What range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

- *Highly Effective = 85% of students or more will meet or exceed their target goal on the summative assessment.*
- *Effective = 65-84% of students will meet or exceed their target goal on the summative assessment.*
- *Developing = 35-64% of students will meet or exceed their target goal on the summative assessment.*
- *Ineffective = 0-34% of students or fewer will meet or exceed their target goal on the summative assessment.*

Percentages are percent of students meeting described target(s) above.

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
95-100%	90-94%	85-89%	81-84%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	22-34%	11-21%	0-10%

Approval

_____ _____ _____ _____

Teacher's Signature Date Building Principal's Signature Date

Final Calculation:____ number out of 20

_____ _____ _____ _____

Teacher's Signature Date Building Principal's Signature Date

ECS (K-1) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on VCSD Developed end of year Math Assessment (K-1)	HEDI Score
Highly Effective	
96-100	20
91-95	19
87-90	18
Effective	
84-86	17
82-83	16
80-81	15
76-79	14
73-75	13
71-72	12
69-70	11
68	10
67	9
Developing	
66	8
65	7
64	6
63	5
62	4
61	3
Ineffective	
45-60	2
25-44	1
0-24	0

Primary (Grades 1-3) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average Percent Proficient on VCSD Developed end of year Math Assessment (1-3)	HEDI Score
Highly Effective	
95-100	20
89-94	19
80-88	18
Effective	
74-79	17
70-73	16
69	15
68	14
67	13
66	12
65	11
64	10
63	9
Developing	
62	8
61	7
60	6
59	5
58	4
57	3
Ineffective	
45-56	2
25-44	1
0-24	0

Intermediate (Grades 4-6) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on State Exams: ELA 4-6, Math 4-6 and Science Grade 4	HEDI Score
Highly Effective	
90-100	20
80-89	19
70-79	18
Effective	
65-69	17
60-64	16
56-59	15
53-55	14
51-52	13
49-50	12
47-48	11
46	10
45	9
Developing	
44	8
43	7
42	6
41	5
40	4
39	3
Ineffective	
38	2
37	1
0-36	0

Junior High (Grades 7-8) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on State Exams: Grade 7-8 NYS ELA, Grade 7 Math State Assessment, Grade 8 Science Assessment, Grade 8 Math State Assessment or Common Core and/or Integrated Algebra Regents	HEDI Score
Highly Effective	
90-100	20
80-89	19
70-79	18
Effective	
65-69	17
60-64	16
56-59	15
53-55	14
51-52	13
49-50	12
47-48	11
46	10
45	9
Developing	
44	8
43	7
42	6
41	5
40	4
39	3
Ineffective	
38	2
37	1
0-36	0
Note: For as long as the ESEA waiver is in effect eight grade students may take the Integrated Algebra and Common Core Algebra Regents.	

High School (Grades 9-12) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on Exams required for Graduation	HEDI Score
Highly Effective	
100	20
98-99	19
96-97	18
Effective	
94-95	17
92-93	16
90-91	15
88-89	14
86-87	13
84-85	12
82-83	11
81	10
80	9
Developing	
77-79	8
74-76	7
71-73	6
68-70	5
64-67	4
60-63	3
Ineffective	
50-59	2
25-49	1
0-24	0

Note:

For as long as the ESEA waiver is in effect Math 8 teachers in the Junior High School who teach Algebra will develop their Algebra SLO midyear as described for in the High Algebra teacher SLO process, explained above.

If Value-Added is approved for grades 4-8 (Intermediate and Junior High Buildings)

Intermediate (Grades 4-6) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on State Exams: ELA 4-6, Math 4-6 and Science Grade 4	HEDI Score
Highly Effective	
86-100	15
70-85	14
Effective	
64-69	13
59-63	12
55-58	11
51-54	10
47-50	9
45-46	8
Developing	
44	7
43	6
42	5
41	4
39-40	3
Ineffective	
38	2
37	1
0-36	0

Junior High (Grades 7-8) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on State Exams: ELA 7-8, Math 7-8 or Common Core State Algebra Regents and State Science 8 Exam	HEDI Score
Highly Effective	
86-100	15
70-85	14
Effective	
64-69	13
59-63	12
55-58	11
51-54	10
47-50	9
45-46	8
Developing	
44	7
43	6
42	5
41	4
39-40	3
Ineffective	
38	2
37	1
0-36	0

ECS (K-1) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on VCSD Developed end of year Math Assessment (K-1)	HEDI Score
Highly Effective	
96-100	20
91-95	19
87-90	18
Effective	
84-86	17
82-83	16
80-81	15
76-79	14
73-75	13
71-72	12
69-70	11
68	10
67	9
Developing	
66	8
65	7
64	6
63	5
62	4
61	3
Ineffective	
45-60	2
25-44	1
0-24	0

Primary (Grades K-3) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average Percent Proficient on VCSD Developed end of year Math Assessment (1-3)	HEDI Score
Highly Effective	
95-100	20
89-94	19
80-88	18
Effective	
74-79	17
70-73	16
69	15
68	14
67	13
66	12
65	11
64	10
63	9
Developing	
62	8
61	7
60	6
59	5
58	4
57	3
Ineffective	
45-56	2
25-44	1
0-24	0

Intermediate (Grades 4-6) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on State Exams: ELA 4-6, Math 4-6 and Science Grade 4	HEDI Score
Highly Effective	
90-100	20
80-89	19
70-79	18
Effective	
65-69	17
60-64	16
56-59	15
53-55	14
51-52	13
49-50	12
47-48	11
46	10
45	9
Developing	
44	8
43	7
42	6
41	5
40	4
39	3
Ineffective	
38	2
37	1
0-36	0

Junior High (Grades 7-8) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on State Exams: Grade 7-8 NYS ELA, Grade 7 Math State Assessment, Grade 8 Science Assessment, Grade 8 Math State Assessment or Common Core and/or Integrated Algebra Regents	HEDI Score
Highly Effective	
90-100	20
80-89	19
70-79	18
Effective	
65-69	17
60-64	16
56-59	15
53-55	14
51-52	13
49-50	12
47-48	11
46	10
45	9
Developing	
44	8
43	7
42	6
41	5
40	4
39	3
Ineffective	
38	2
37	1
0-36	0
Note For as long as the ESEA waiver is in effect eight grade students may take the Integrated Algebra and Common Core Algebra Regents.	

High School (Grades 9-12) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on Five Regents Exams (Geometry, US History, Living Environment, Global History and The Comprehensive ELA Regents)	HEDI Score
Highly Effective	
100	20
98-99	19
96-97	18
Effective	
94-95	17
92-93	16
90-91	15
88-89	14
86-87	13
84-85	12
82-83	11
81	10
80	9
Developing	
77-79	8
74-76	7
71-73	6
68-70	5
64-67	4
60-63	3
Ineffective	
50-59	2
25-49	1
0-24	0

4.5 Process for Assigning Points and Determining HEDI Ratings

Rubric Conversion Language – Danielson Rubric Score to Sub-Component Conversion Chart

The rubric VCSD will be using to evaluate teacher performance in the classroom, the *Framework for Teaching* (2011 Revised Edition) contains four levels of performance ratings: "Unsatisfactory," "Basic," "Proficient," and "Distinguished."

The categories are converted to the NYSED HEID rating categories as follows:

Unsatisfactory =	Ineffective
Basic =	Developing
Proficient =	Effective
Distinguished =	Highly Effective

Each of the 22 components will be given a score 1-4. The average will then be converted, and we will utilize the "NYSUT Rubric Score to Subcomponent Conversion Chart" to align scores from the Danielson rubric to the HEDI ratings. When a calculated score does not appear on the Conversion Chart, the score will round to the nearest rating listed.

HEDI Rating Language	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.2	57-58
Highly Effective	3.3-4	59-60

Total Average Rubric Score	**Category**	**Conversion score for composite**
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12

1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53

2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
Highly Effective 59-60		
3.3		59
3.4		59
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

VCSD Teacher Improvement Plan Form

(To be completed jointly by the teacher and the administrator within 10 days from the opening of classes in the school year following the performance year.)

Name_____ School_____

School year plan is based on_____ Grade/Subject_____

Ensuing school year_____ Grade/Subject_____

Date of TIP conference_____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Detail Steps to be taken)	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments:

Administrator's Comments:

Evaluation date of TIP_____

Teacher Signature _____ Date_____

Union Representative Signature _____ Date_____

Administrator Signature _____ Date_____

7.3 Principal SLO Conversion Chart

ECEC Principal HEDI Conversions .	
Percent of students achieving the mutually agreed upon targets.	HEDI Score
Highly Effective	
95-100	20
90-94	19
85-89	18
Effective	
81-84	17
79-80	16
77-78	15
75-76	14
73-74	13
71-72	12
69-70	11
67-68	10
65-66	9
Developing	
60-64	8
55-59	7
50-54	6
45-49	5
40-44	4
35-39	3
Ineffective	
22-34	2
11-21	1
0-10	0

Primary Principal HEDI Conversions	
Percent of students achieving the mutually agreed upon targets.	HEDI Score
Highly Effective	
95-100	20
89-94	19
80-88	18
Effective	
74-79	17
70-73	16
69	15
68	14
67	13
66	12
65	11
64	10
63	9
Developing	
62	8
61	7
60	6
59	5
58	4
57	3
Ineffective	
45-56	2
25-44	1
0-24	0

8.1 Locally Selected Measures of Achievement (Principals) 15 & 20 Percent Proficient Conversion Charts

Intermediate (Grades 4-6) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on State Exams: ELA 4-6, Math 4-6 and Science Grade 4	HEDI Score
Highly Effective	
86-100	15
70-85	14
Effective	
64-69	13
59-63	12
55-58	11
51-54	10
47-50	9
45-46	8
Developing	
44	7
43	6
42	5
41	4
39-40	3
Ineffective	
38	2
37	1
0-36	0

Junior High (Grades 7-8) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on State Exams: Grade 7-8 NYS ELA, Grade 7 Math State Assessment, Grade 8 Science Assessment, Grade 8 Math State Assessment or Common Core and/or Integrated Algebra Regents	HEDI Score
Highly Effective	
86-100	15
70-85	14
Effective	
64-69	13
59-63	12
55-58	11
51-54	10
47-50	9
45-46	8
Developing	
44	7
43	6
42	5
41	4
39-40	3
Ineffective	
38	2
37	1
0-36	0

Note:

For as long as the ESEA waiver is in effect eight grade students may take the Integrated Algebra and Common Core Algebra Regents.

Senior High (Grades 9-12) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Percent Proficient - Average of Regents Exams required for Graduation	HEDI Score
Highly Effective	
99-100	15
98	14
97-96	13
Effective	
94-95	12
92-93	11
85-91	10
80-84	9
72-79	8
70-71	7
Developing	
65-69	6
61-64	5
56-60	4
51-55	3
Ineffective	
50	2
25-49	1
0-24	0

ECS (K-1) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on VCSD Developed end of year Math Assessment (K-1)	HEDI Score
Highly Effective	
96-100	20
91-95	19
87-90	18
Effective	
84-86	17
82-83	16
80-81	15
76-79	14
73-75	13
71-72	12
69-70	11
68	10
67	9
Developing	
66	8
65	7
64	6
63	5
62	4
61	3
Ineffective	
45-60	2
25-44	1
0-24	0

Primary (Grades K-3) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average Percent Proficient on VCSD Developed end of year Math Assessment (K-3)	HEDI Score
Highly Effective	
95-100	20
89-94	19
80-88	18
Effective	
74-79	17
70-73	16
69	15
68	14
67	13
66	12
65	11
64	10
63	9
Developing	
62	8
61	7
60	6
59	5
58	4
57	3
Ineffective	
45-56	2
25-44	1
0-24	0

Intermediate (Grades 4-6) Local Measure of Student Achievement. Percentages of students achieving building benchmarks. (For 8.1 Purposes)	
Average of Percent Proficient on State Exams: ELA 4-6, Math 4-6 and Science Grade 4	HEDI Score
Highly Effective	
90-100	20
80-89	19
70-79	18
Effective	
65-69	17
60-64	16
56-59	15
53-55	14
51-52	13
49-50	12
47-48	11
46	10
45	9
Developing	
44	8
43	7
42	6
41	5
40	4
39	3
Ineffective	
38	2
37	1
0-36	0

Junior High (Grades 7-8) Local Measure of Student Achievement. Percentages of students achieving building benchmarks. (For 8.1 Purposes)	
Average of Percent Proficient on State Exams: Grade 7-8 NYS ELA, Grade 7 Math State Assessment, Grade 8 Science Assessment, Grade 8 Math State Assessment or Common Core and/or Integrated Algebra Regents	HEDI Score
Highly Effective	
90-100	20
80-89	19
70-79	18
Effective	
65-69	17
60-64	16
56-59	15
53-55	14
51-52	13
49-50	12
47-48	11
46	10
45	9
Developing	
44	8
43	7
42	6
41	5
40	4
39	3
Ineffective	
38	2
37	1
0-36	0

Note:

For as long as the ESEA waiver is in effect eight grade students may take the Integrated Algebra and Common Core Algebra Regents.

High School (Grades 9-12) Local Measure of Student Achievement. Percentages of students achieving building benchmarks. (For 8.1 Purposes)	
Average of Percent Proficient on Exams required for Graduation	HEDI Score
Highly Effective	
100	20
98-99	19
96-97	18
Effective	
94-95	17
92-93	16
90-91	15
88-89	14
86-87	13
84-85	12
82-83	11
81	10
80	9
Developing	
77-79	8
74-76	7
71-73	6
68-70	5
64-67	4
60-63	3
Ineffective	
50-59	2
25-49	1
0-24	0

8.2 Locally Selected Measures for Student Achievement PRINCIPALS

ECS (K-1) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average of Percent Proficient on VCSD Developed end of year Math Assessment (K-1)	HEDI Score
Highly Effective	
96-100	20
91-95	19
87-90	18
Effective	
84-86	17
82-83	16
80-81	15
76-79	14
73-75	13
71-72	12
69-70	11
68	10
67	9
Developing	
66	8
65	7
64	6
63	5
62	4
61	3
Ineffective	
45-60	2
25-44	1
0-24	0

8.2 Locally Selected Measures for Student Achievement PRINCIPALS

Primary (Grades K-3) Local Measure of Student Achievement. Percentages of students achieving building benchmarks.	
Average Percent Proficient on VCSD Developed end of year Math Assessment (K-3)	HEDI Score
Highly Effective	
95-100	20
89-94	19
80-88	18
Effective	
74-79	17
70-73	16
69	15
68	14
67	13
66	12
65	11
64	10
63	9
Developing	
62	8
61	7
60	6
59	5
58	4
57	3
Ineffective	
45-56	2
25-44	1
0-24	0

8.2 Locally Selected Measures for Student Achievement PRINCIPALS

Intermediate (Grades 4-6) Local Measure of Student Achievement. Percentages of students achieving building benchmarks. (For 8.1 Purposes)	
Average of Percent Proficient on State Exams: ELA 4-6, Math 4-6 and Science Grade 4	HEDI Score
Highly Effective	
90-100	20
80-89	19
70-79	18
Effective	
65-69	17
60-64	16
56-59	15
53-55	14
51-52	13
49-50	12
47-48	11
46	10
45	9
Developing	
44	8
43	7
42	6
41	5
40	4
39	3
Ineffective	
38	2
37	1
0-36	0

Junior High (Grades 7-8) Local Measure of Student Achievement. Percentages of students achieving building benchmarks. (For 8.1 Purposes)	
Average of Percent Proficient on State Exams: Grade 7-8 NYS ELA, Grade 7 Math State Assessment, Grade 8 Science Assessment, Grade 8 Math State Assessment or Common Core and/or Integrated Algebra Regents	HEDI Score
Highly Effective	
90-100	20
80-89	19
70-79	18
Effective	
65-69	17
60-64	16
56-59	15
53-55	14
51-52	13
49-50	12
47-48	11
46	10
45	9
Developing	
44	8
43	7
42	6
41	5
40	4
39	3
Ineffective	
38	2
37	1
0-36	0

Note:

For as long as the ESEA waiver is in effect eight grade students may take the Integrated Algebra and Common Core Algebra Regents.

8.2 Locally Selected Measures for Student Achievement PRINCIPALS

High School (Grades 9-12) Local Measure of Student Achievement. Percentages of students achieving building benchmarks. (For 8.1 Purposes)	
Average of Percent Proficient on Exams required for Graduation	HEDI Score
Highly Effective	
100	20
98-99	19
96-97	18
Effective	
94-95	17
92-93	16
90-91	15
88-89	14
86-87	13
84-85	12
82-83	11
81	10
80	9
Developing	
77-79	8
74-76	7
71-73	6
68-70	5
64-67	4
60-63	3
Ineffective	
50-59	2
25-49	1
0-24	0

8.2 Locally Selected Measures for Student Achievement PRINCIPALS

9.7 Process for Assigning Points and Determining HEDI Ratings

Rubric Conversion Language – Multi-Dimensional Rubric Score to Sub-Component Conversion Chart

The rubric VCSD will be using to evaluate principal performance Multi-Dimensional Principal Performance Rubric contains four levels of performance ratings: "Ineffective," "Developing," "Effective," and "Highly Effective."

Each of the components within the six domains of the Multi-Dimensional Rubric will be scored using the aforementioned categories. While each component with in a domain will be rated either Ineffective (1 point) Developing (2 Points) Effective (3 Points) or Highly Effective (4 Points) each domain will be weighted. Domains 1,3,5 will be weighted 10 points, Domain 2 will be worth 20 and Domains 4&6 will be worth 5 points each. Each component rating of 1-4 will be multiplied by a weighting factor and those component scores will be added to determining the domain score. The process for converting these ratings is outlined in the charts below. The final rubric score will then be rounded to the nearest whole number to assign a principal a score out of 60. If an ineffective rating was received in each component of each Domain the overall HEDI rating for that Principal will be zero.

HEDI Rating Language	60 point distribution for composite
Ineffective	0-49
Developing	50-56
Effective	57-58
Highly Effective	59 - 60

If an ineffective rating is received for each section of a domain a zero (0) HEDI point rating will result.

Domain	# of Sections	Weighting Factor	Total Possible
1	2	1.25	10
2	5	1.0	20
3	4	.625	10
4	3	.41667	5
5	2	1.25	10
6	2	.625	5

Multi-Dimensional Rubric
Scoring Bands
Conversion Chart

Rubric Score	Composite	HEDI Rating	Rubric Score	Composite	HEDI Rating
0	0	Ineffective	31	54	Developing
1	0	Ineffective	32	54	Developing
2	4	Ineffective	33	55	Developing
3	6	Ineffective	34	55	Developing
4	9	Ineffective	35	55	Developing
5	12	Ineffective	36	55	Developing
6	15	Ineffective	37	56	Developing
7	18	Ineffective	38	56	Developing
8	21	Ineffective	39	56	Developing
9	24	Ineffective	40	56	Developing
10	27	Ineffective	41	57	Effective
11	30	Ineffective	42	57	Effective
12	33	Ineffective	43	57	Effective
13	36	Ineffective	44	57	Effective
14	39	Ineffective	45	57	Effective
15	42	Ineffective	46	57	Effective
16	45	Ineffective	47	58	Effective
17	48	Ineffective	48	58	Effective
18	50	Developing	49	58	Effective
19	50	Developing	50	58	Effective
20	51	Developing	51	58	Effective
21	51	Developing	52	58	Effective
22	52	Developing	53	58	Effective
23	52	Developing	54	59	Highly Effective
24	52	Developing	55	59	Highly Effective
25	53	Developing	56	59	Highly Effective
26	53	Developing	57	60	Highly Effective
27	53	Developing	58	60	Highly Effective
28	53	Developing	59	60	Highly Effective
29	54	Developing	60	60	Highly Effective
30	54	Developing			

. VCSD Principal Improvement Plan Form

(To be completed jointly by the principal and the superintendent within 10 days from the opening of classes in the school year following the performance year.)

Name_____ School_____

School year plan is based on_____ Ensuing school year_____

Date of PIP conference_____

AREA(S) NEEDING IMPROVEMENT Improvement Goal & Outcome Statement	ACTION PLAN Specific steps, activities, and resources to be provided.	TIMELINE FOR COMPLETION	EVIDENCE Method for determining progress toward the goal & Outcome statement

Principal's Comments:

Superintendent's Comments:

Evaluation Date of PIP_____

Principal Signature _____ Date_____

Union Representative Signature _____ Date_____

Superintendent's Signature _____ Date_____

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

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

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

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

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

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

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

- Assure that educators who receive a Developing or Ineffective rating will receive a 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:

Deborah Mancilo 2-28-14

Teachers Union President Signature: Date:

Steven C. Brewer 12-28-14

Administrative Union President Signature: Date:

David Hemlson 2/28/14

Board of Education President Signature: Date:

Timothy M. Dehlin 2/28/14