



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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Albany, New York 12234

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November 30, 2012

Ravo Root, Superintendent
Fillmore Central School District
104 West Main Street
Fillmore, NY 14735

Dear Superintendent Root:

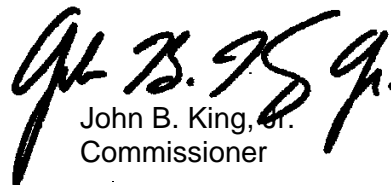
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information 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: Robert D. Olczak

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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: 2012-13

Created Friday, May 11, 2012

Updated Wednesday, November 07, 2012

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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 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 :

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

022001040000

1.2) School District Name:

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

Fillmore Central School

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) 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
1.5) 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
1.5) 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

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

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

Created Thursday, July 19, 2012

Updated Tuesday, November 20, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, 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 for 2012-13.	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. 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.

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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, below.	The district has determined that there will be a generic expectation for students meeting their individual growth scores across grades/subject area and set targets as identified below using baseline data. In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly Effective ratings are identified as 18-20 As you can see from the chart below, the percentage of students meeting the goal based on the target selected for each grade level population are established using baseline data based on the pre assessment and measured by the post district assessment which identifies the level of teacher proficiency.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For highly effective, 90-100% of the students meet or exceed stated target. 20 points = 96-100% 19 points = 93-95% 18 points = 90-92%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For effective, 65-89% of the students meet or exceed the target. 17 points = 87-89% 16 points = 84-86% 15 points = 81-83% 14 points = 78-80% 13 points = 75-77% 12 points = 72-74% 11 points = 69-71% 10 points = 66-68% 9 points = 65%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For Developing, 36-64% of the students meet or exceed the target. 8 points = 61-64% 7 points = 56-60% 6 points = 51-55% 5 points = 46-50% 4 points = 41-45% 3 points = 36-40%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For Ineffective, 0-35% of the students meet or exceed the target. 2 points = 31-35% 1 point = 26-30% 0 points = 0-25%

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	District, regional, or BOCES-developed assessment	Fillmore Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Fillmore Developed Grade 1 Math Assessment

2	District, regional, or BOCES-developed assessment	Fillmore Developed Grade 2 Math Assessment
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	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 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, below.	The district has determined that there will be a generic expectation for students meeting their individual growth scores across grades/subject area and set targets as identified below using baseline data. In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly Effective ratings are identified as 18-20 As you can see from the chart below, the percentage of students meeting the goal based on the target selected for each grade level population are established using baseline data based on the pre assessment and measured by the post district assessment which identifies the level of teacher proficiency.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For highly effective, 90-100% of the students meet or exceed stated target. 20 points = 96-100% 19 points = 93-95% 18 points = 90-92%
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For Ineffective, 0-35% of the students meet or exceed the target. 2 points = 31-35% 1 point = 26-30%

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Fillmore Developed Science Grade 6 Assessment
7	District, regional or BOCES-developed assessment	Fillmore Developed Science Grade 7 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 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, below.

The district has determined that there will be a generic expectation for students meeting their individual growth scores across grades/subject area and set targets as identified below using baseline data. In each case, the scores will be based on a band of 0-20 points.
 Ineffective ratings are identified as 0-2
 Developing ratings are identified as 3-8
 Effective ratings are identified as 9-17
 Highly Effective ratings are identified as 18-20
 As you can see from the chart below, the percentage of students meeting the goal based on the target selected for each grade level population are established using baseline data based on the pre assessment and measured by the post district assessment which identifies the level of teacher proficiency.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

For highly effective, 90-100% of the students meet or exceed stated target.
 20 points = 96-100%
 19 points = 93-95%
 18 points = 90-92%

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

For effective, 65-89% of the students meet or exceed the target.
 17 points = 87-89%
 16 points = 84-86%
 15 points = 81-83%
 14 points = 78-80%
 13 points = 75-77%
 12 points = 72-74%
 11 points = 69-71%
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For Developing, 36-64% of the students meet or exceed the target. 8 points = 61-64% 7 points = 56-60% 6 points = 51-55% 5 points = 46-50% 4 points = 41-45% 3 points = 36-40%
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2.5) Grades 6-8 Social Studies

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

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

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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, below.	The district has determined that there will be a generic expectation for students meeting their individual growth scores across grades/subject area and set targets as identified below using baseline data. In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly Effective ratings are identified as 18-20 As you can see from the chart below, the percentage of students meeting the goal based on the target selected for each grade level population are established using baseline data based on the pre assessment and measured by the post district assessment which identifies the level of teacher proficiency.
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Effective (9 - 17 points) Results meet District goals for similar students.	For effective, 65-89% of the students meet or exceed the target.

17 points = 87-89%
 16 points = 84-86%
 15 points = 81-83%
 14 points = 78-80%
 13 points = 75-77%
 12 points = 72-74%
 11 points = 69-71%
 10 points = 66-68%
 9 points = 65%

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

For Developing, 36-64% of the students meet or exceed the target.

8 points = 61-64%
 7 points = 56-60%
 6 points = 51-55%
 5 points = 46-50%
 4 points = 41-45%
 3 points = 36-40%

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

For Ineffective, 0-35% of the students meet or exceed the target.

2 points = 31-35%
 1 point = 26-30%
 0 points = 0-25%

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	Fillmore 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 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, below.

The district has determined that there will be a generic expectation for students meeting their individual growth scores across grades/subject area and set targets as identified below using baseline data. In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2
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For Ineffective, 0-35% of the students meet or exceed the target.
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 1 point = 26-30%
 0 points = 0-25%

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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The district has determined that there will be a generic expectation for students meeting their individual growth scores across grades/subject area and set targets as identified below using baseline data. In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly Effective ratings are identified as 18-20 As you can see from the chart below, the percentage of students meeting the goal based on the target selected for each grade level population are established using baseline data based on the pre assessment and measured by the post district assessment which identifies the level of teacher proficiency.</p>
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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 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, below.	The district has determined that there will be a generic expectation for students meeting their individual growth scores across grades/subject area and set targets as identified below using baseline data. In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly Effective ratings are identified as 18-20 As you can see from the chart below, the percentage of students meeting the goal based on the target selected for each grade level population are established using baseline data based on the pre assessment and measured by the post district assessment which identifies the level of teacher proficiency.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For Ineffective, 0-35% of the students meet or exceed the target.

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 1 point = 26-30%
 0 points = 0-25%

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	Fillmore Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Fillmore Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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, below.	The district has determined that there will be a generic expectation for students meeting their individual growth scores across grades/subject area and set targets as identified below using baseline data. In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly Effective ratings are identified as 18-20 As you can see from the chart below, the percentage of students meeting the goal based on the target selected for each grade level population are established using baseline data based on the pre assessment and measured by the post district assessment which identifies the level of teacher proficiency.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For highly effective, 90-100% of the students meet or exceed stated target. 20 points = 96-100% 19 points = 93-95% 18 points = 90-92%
Effective (9 - 17 points) Results meet District goals for similar students.	For effective, 65-89% of the students meet or exceed the target. 17 points = 87-89% 16 points = 84-86% 15 points = 81-83% 14 points = 78-80% 13 points = 75-77% 12 points = 72-74%

11 points = 69-71%
10 points = 66-68%
9 points = 65%

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

For Developing, 36-64% of the students meet or exceed the target.
8 points = 61-64%
7 points = 56-60%
6 points = 51-55%
5 points = 46-50%
4 points = 41-45%
3 points = 36-40%

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

For Ineffective, 0-35% of the students meet or exceed the target.

2 points = 31-35%
1 point = 26-30%
0 points = 0-25%

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other courses not named above	District, Regional or BOCES-developed	Fillmore Developed Grades k-12 other subject specific assessments

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

The district has determined that there will be a generic expectation for students meeting their individual growth scores across grades/subject area and set targets as identified below using baseline data. In each case, the scores will be based on a band of 0-20 points.
Ineffective ratings are identified as 0-2
Developing ratings are identified as 3-8
Effective ratings are identified as 9-17
Highly Effective ratings are identified as 18-20
As you can see from the chart below, the percentage of students meeting the goal based on the target selected for each grade level population are established using baseline data based on the pre assessment and measured by the post district assessment which identifies

	the level of teacher proficiency.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For highly effective, 90-100% of the students meet or exceed stated target. 20 points = 96-100% 19 points = 93-95% 18 points = 90-92%
Effective (9 - 17 points) Results meet District goals for similar students.	For effective, 65-89% of the students meet or exceed the target. 17 points = 87-89% 16 points = 84-86% 15 points = 81-83% 14 points = 78-80% 13 points = 75-77% 12 points = 72-74% 11 points = 69-71% 10 points = 66-68% 9 points = 65%
Developing (3 - 8 points) Results are below District goals for similar students.	For Developing, 36-64% of the students meet or exceed the target. 8 points = 61-64% 7 points = 56-60% 6 points = 51-55% 5 points = 46-50% 4 points = 41-45% 3 points = 36-40%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For Ineffective, 0-35% of the students meet or exceed the target. 2 points = 31-35% 1 point = 26-30% 0 points = 0-25%

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: student prior academic history, 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.

(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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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 Friday, September 14, 2012

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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.

.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. 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.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
5	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents

6	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
7	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
8	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated 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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gain that meets districts expectations, including special populations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Locally-Selected Measure from List of Approved Measures	Assessment
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4	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
5	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
6	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
7	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
8	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated 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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gain that meets districts expectations, including special populations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
1	6(ii) School-wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
2	6(ii) School-wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
3	6(ii) School-wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents

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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gain that meets districts expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
1	6(ii) School-wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
2	6(ii) School-wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
3	6(ii) School-wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents

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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gain that meets districts expectations, including special populations.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
7	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
8	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated 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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	Evidence indicates significant student learning gain that meets

for grade/subject.	districts expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
7	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
8	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated 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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	Evidence indicates significant student learning gain that meets

for grade/subject.	districts expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
Global 2	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
American History	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra 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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Evidence indicates student learning gain well-above district

achievement for grade/subject.	expectations, including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gain that meets districts expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
Earth Science	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
Chemistry	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
Physics	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra 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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine
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	the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gain that meets districts expectations, including special populations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
Geometry	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
Algebra 2	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra 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.

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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added
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together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gain that meets districts expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra 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.

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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA
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Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gain that meets districts expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student learning gain and results that are well below district expectations.

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 courses K-4	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents
All other courses 5-12	6(ii) School wide measure computed locally	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra Regents

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in the district and it will result in their local measure score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Evidence indicates student learning gain well-above district expectations, including special populations.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Evidence indicates significant student learning gain that meets districts expectations, including special populations.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Evidence indicates an impact on student learning that is below district expectations.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Evidence indicates little to no student learning gain and results that are well below district expectations.</p>

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.

(No response)

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, 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.

(No response)

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 Friday, September 14, 2012

Updated Thursday, November 15, 2012

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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.)

NYSUT Teacher Practice Rubric

(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 (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]	40
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	20

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, 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.

All teachers will receive two observations, one formal and one informal, that will count as 20 points each and a combined 40 points total toward the "other measures" category. In addition, walk throughs may be used to gather evidence. Evidence collected during walk through will be reflected in the informal observation. Standards I-V will be assessed during the observations. Teaching Standard VI Professional Responsibilities and VII Professional Growth will be assessed using the attached documentation log and rubric. HEDI scale conversion chart for 20 points is below.

HEDI alignment out of 20 Points

1 0
1.1 4

1.2 8
1.3 12
1.4 16

1.5 17
1.6 17
1.7 17
1.8 17
1.9 18
2 18
2.1 18
2.2 18
2.3 19
2.4 19

2.5 19
2.6 19
2.7 19
2.8 19
2.9 19
3 19
3.1 19
3.2 19
3.3 19
3.4 19

3.5 20
3.6 20
3.7 20
3.8 20
3.9 20
4 20

MEASURES OF TEACHER EFFECTIVENESS BASED ON THE NYS TEACHING STANDARDS

NYSUT's Teacher Practice Rubric has been chosen as our tool for evaluating the seven New York State Teaching Standards. There are a total of 97 elements within the seven standards, we will maintain all components of the rubric but choose to emphasize certain components of the rubric over others including emphasizing some components over others.

Teachers who are rated effective or highly effective, yet have an ineffective or developing score on an individual element, will address those elements in their Professional Development Plan for that year. Those elements will be subject to observation and evaluation.

Both observations will be combined to calculate a mean raw score which will be converted by the attached HEDI scale out of 40 points based on the respective score earned.

Teachers who are rated effective or highly effective, yet have an ineffective or developing score on an individual element, will address those elements in their Professional Development Plan for that year. Those elements will be subject to observation and evaluation.

A combined mean score will be calculated based on the formal and informal observation using a 0-4.0 scale and this will be converted to HEDI Alignment out of 40 points. Ineffective – 1-1.4 = 0 - 32 points, Developing 1.5-2.4 = 33-36 points, Effective 2.5-3.4 = 37-38 points, Highly Effective 3.5 – 4.0 = 39 – 40

Teachers will earn up to 20 points based on their performance in the Standards VI and VII. The remaining 20 points will be calculated based on the Teacher Standards VI and VII Documentation Log. HEDI Scale Ineffective 1-1.4 = 0 – 16 points, Developing 1.5- 2.4 = 16-18 points, Effective 2.5-3.4 = 19 points, Highly Effective 3.5-4.0 = 20.00 points

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

assets/survey-uploads/5091/177138-eka9yMJ855/Evaluation for Standards VI and VII NYSUT.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet standards.

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

4.6) Observations of Probationary Teachers Formal/Long	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	N/A
Informal/Short	00

Independent evaluators

Formal/Long	N/A
-------------	-----

Informal/Short	00
----------------	----

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

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers 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 Monday, September 17, 2012
Updated Thursday, November 08, 2012

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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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 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 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Monday, September 17, 2012
Updated Tuesday, November 20, 2012

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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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/178201-Df0w3Xx5v6/Fillmore Central School Teacher Improvement Plan.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. Teacher Request for Supporting Documents

Within five school days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide to the teacher a copy of documents and written materials upon which the APPR was based. Administration will have five days to provide all relevant documents related to APPR Evaluation Plan for the specific teacher. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR. If the state shares composite scores in the summer,

administration will attempt to contact teachers to share results. Teachers will have five days upon receipt of the APPR to appeal in writing. However, the appeal process may or may not be able to begin until staff returns to school. This timeline will be adjusted to the first day of school for the appeal request to be completed in that case. If the APPR cannot be shared with the teacher over the summer the timeline to request the appeal in writing will begin on the first day of school.

B. Right to Appeal

1.) Only tenured teachers who receive an APPR rating of “ineffective” or “developing” may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR.

a. During the first year of implementation of this plan (i.e. 2012-13), the Superintendent and the President of the FFA shall jointly review all appeals from any teacher with an overall rating of “Developing” to determine if the appeal has sufficient merit to be moved forward to the Appeals Committee

2.) Probationary teachers may not file appeals through the procedure established herein, but may file a written rebuttal which shall be attached to the APPR. Probationary teachers only may challenge claims of APPR procedural violations through the contractual grievance procedure.

A. Filing of Appeal by Tenured Teacher

A tenured teacher may file a written appeal of the APPR within five school days of the receipt of the requested supporting documents. Any appeal shall be filed with the Superintendent of Schools.

An appeal of an APPR must be based upon one or more the following grounds:

- a. The substance of the APPR;*
- b. The District’s failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law§3012-c and applicable rules and regulations;*
- c. The District’s failure to comply with locally negotiated procedures; and*
- d. The District’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under*

Education Law§3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why the appealing teacher believes the APPR should be modified.

B. Review by APPR Appeals Committee

Appeals shall be referred for consideration by the APPR Appeals Committee, a standing committee made up of a tenured administrators from within the District appointed by the Superintendent of Schools, and a tenured teacher from within the District appointed by the President of the FFA. All members of the committee shall be appointed for a term of three years, and all members shall be required to complete the training required of lead evaluators under the APPR regulations. The parties agree that in the event the work of the committee would require a member of the committee to consider an appeal from an APPR that the committee member authored, or if a member of the committee wishes to be excused from consideration of any appeal, the appealing teacher shall have the option of either having the appeal considered by a subcommittee of one other administrator and one other teacher, or having the appeal considered by the remaining members of the committee and a substitute member selected, for that appeal only, by the Superintendent of Schools, in the event an administrator is excused, or by the President of the FFA, in the event a teacher is excused. While substituting administrators must have completed the training required of lead evaluators under the APPR regulations, such training shall not be required of substituting administrators or teachers.

The APPR Appeals Committee shall convene to consider the appeal within ten school days of the filing of the appeal. The committee shall determine its own rules and procedures, which may be altered as the committee sees fit as it performs its duties. The committee shall determine, for example, whether to allow committee members to review the documents underlying an APPR prior to the convening of the committee, and whether to invite either the appealing teacher or the authoring administrator, or both, to address or be questioned by the committee.

It shall be the duty of the committee to answer the question, “Has the teacher demonstrated that the APPR should be modified?” In the course of answering this question, the committee may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to modify the APPR.

C. Determination of Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to either to uphold the APPR or modify the APPR. The committee shall give written notice of its decision to the Superintendent of Schools, and the decision of the Superintendent shall be final.

A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the APPR evaluation was shared with the teacher.

D. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. Except as specifically allowed in Section B2, there shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Kyle Faulkner: 5-12 Principal

- NYSED Lead Evaluator Training - 8/16/2011 8/17/2011
- Framework for Teaching - 11/2010
- Data Driven Instruction - 10/20/2011 10/21/2011
- Priorities of the Frameworks for Teacher Observation and Planning with Candi McKay - 11/30 and 12/1/2011
- Teacher Lead Evaluator: Rubric Collaboration Practice (Rubric Specific) - 12/14/2011 or 12/15/2011
- Teacher Lead Evaluator: Student Learning Objectives - 1/24/2011

Wendy Butler: Pre-K-4 Principal

- Lead IT - 7/26/2011
- NYSED Lead Evaluator Training - 8/16/2011 8/17/2011
- Framework for Teaching - 11/2010
- Data Driven Instruction - 10/20/2011 10/21/2011
- Priorities of the Frameworks for Teacher Observation and Planning with Candi McKay - 11/30 and 12/1/2011
- Teacher Lead Evaluator: Rubric Collaboration Practice (Rubric Specific) - 12/14/2011 or 12/15/2011
- Teacher Lead Evaluator: Student Learning Objectives - 1/24/2011
- APPR- Teacher Evaluation- 5/22/12
- Review Room Case Study- 5/11/12

Administrators will participate in lead evaluator training when applicable annually through Cattaraugus Allegany BOCES to recertify them as lead evaluators. Inter rater reliability will be ensured by administrative team who will be collectively reviewing and discussing APPR observations, as well as watching teaching videos and rating instructor on video together. Discussions and evidence comparisons will be used to ensure that evaluators are rating teachers with reliability.

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 Thursday, July 19, 2012

Updated Tuesday, November 20, 2012

Page 1

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

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

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

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):

5-12
(No response)
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score 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 for 2012-13	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 assessment 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. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

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 school or program type this SLO applies to. Then, using the drop-down boxes below, please select the 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. 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.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-1	State-approved 3rd party assessment	Aimsweb
2	District, regional, or BOCES-developed	Fillmore District Developed Assessment Grade 2
3-4	State assessment	NYS ELA and Math

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.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>HEDI Criteria</p> <p>Highly effective 18-20 points</p> <p>Effective 9-17 points</p> <p>Developing 3-8 points</p> <p>Ineffective 0-2 points</p> <p>**Determined by percentage of students achieving identified growth from the pre-assessment to the post assessment. Principal for grades K-4 will be assessed using Aimsweb, District Developed Assessments and State Assessments. Growth targets will be set by Principal with Superintendent using baseline data and points will be determined by percentage of students achieving their target based on pre and post assessment.</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	<p>20 points = 97-100%</p> <p>19 points = 94-96%</p> <p>18 points = 90-93%</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>17 points = 87-89%</p> <p>16 points = 84-86%</p> <p>15 points = 81-83%</p>

14 points = 78-80%
 13 points = 75-77%
 12 points = 72-74%
 11 points = 69-71%
 10 points = 66-68%
 9 points = 65%

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

8 points = 61-64%
 7 points = 56-60%
 6 points = 51-55%
 5 points = 46-50%
 4 points = 41-45%
 3 points = 36-40%

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

2 points = 31-35%
 1 points = 26-30%
 0 points = 0-25%

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: prior student achievement results, 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.

(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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	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 Thursday, July 19, 2012

Updated Thursday, November 29, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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	Locally-Selected Measure from List of Approved Measures	Assessment
5-12	(d) measures used by district for teacher evaluation	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra 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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points the Principal earns for the locally selected measure. This calculation will be applied to all Principals in the district and it will result in their local measure score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or	Highly Effective

achievement for grade/subject.	Evidence indicates student learning gain well-above district expectations, including special populations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective Evidence indicates significant student learning gain that meets districts expectations, including special populations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing Evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective Evidence indicates little to no student learning gain and results that are well below district expectations.

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

(No response)

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

(No response)

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	NYS 3-8 ELA and Math, NYS 4 8 Science, NYS English Comprehensive Regents, NYS Integrated Algebra 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.	A combined 3-8 ELA Performance Index taken from the NYS issued School Report Card(maximum value=200 points), the 3-8 Math Performance Index (maximum value=200 points), 4th and 8th grade Science PI (maximum value=200 points), High School ELA Comprehensive Regents (maximum value=200 points), and High School Integrated Algebra Regents (maximum value=200 points) will be utilized to measure the school's student achievement. After these figures are added together, the sum will be divided by the maximum points
---	--

available (in this case, 1000 points). The resulting quotient will be multiplied by 15 or 20, depending on the percentage being used for the local measure to determine the number of points each Principal earns for the locally selected measure. This calculation will be applied to all Principals in the district and it will result in their local measure score.

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

Highly Effective
Evidence indicates student learning gain well-above district expectations, including special populations.

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

Effective
Evidence indicates significant student learning gain that meets districts expectations, including special populations.

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

Developing
Evidence indicates an impact on student learning that is below district expectations.

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

Ineffective
Evidence indicates little to no student learning gain and results that are well below district expectations.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, 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 Thursday, July 19, 2012

Updated Monday, November 26, 2012

Page 1

9.1) Principal Practice Rubric

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

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

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 points 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 points 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, 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 applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(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 posted, this form will be updated with dropdown menus 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)

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.

Principals will receive a 1-4 for each sub component within the domain of the Multidimensional Rubric. These points will be totaled and divided by the number of components measured. Principals will receive the number of points below, that matches the average component score they achieved on the Multidimensional Rubric.

Aligned with NYSUT Conversion Chart HEDI alignment out of 60 Points

1 0
1.1 12
1.2 25
1.3 37
1.4 49

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

2.5 57
2.6 57
2.7 57
2.8 58
2.9 58
3 58
3.1 58
3.2 58
3.3 58
3.4 58

3.5 59
3.6 59
3.7 60
3.8 60

3.9 60
4 60

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Well Above District Standards
Effective: Overall performance and results meet standards.	Effective Meeting District Standards
Developing: Overall performance and results need improvement in order to meet standards.	Developing Slightly below district standards
Ineffective: Overall performance and results do not meet standards.	Ineffective needs improvement well below district standards

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

By supervisor	2
By trained administrator	0

By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Wednesday, August 01, 2012

Updated Tuesday, November 20, 2012

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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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 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

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 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Wednesday, August 01, 2012
Updated Tuesday, November 20, 2012

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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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/157683-Df0w3Xx5v6/Principal Improvement Plan Fillmore.doc](#)

11.3) Appeals Process

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

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

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

Appeal Procedure

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either developing or ineffective.

To the extent that a principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews should be limited to those that rate a principal as ineffective or developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

WHAT MAY BE CHALLENGED IN AN APPEAL?

- *Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:*
 - (1) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
 - (2) the adherence to the Commissioner's regulations, as applicable to such reviews;*
 - (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
 - (4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.*

PROHIBITION AGAINST MORE THAN ONE APPEAL

- *A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

BURDEN OF PROOF

- *In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

TIMEFRAME FOR FILING APPEAL

- *All appeals must be submitted in writing no later than 5 calendar days of the date when the principal receives their annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 5 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*
- *When filing an appeal, the administrator must submit a detailed 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 and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.*
- *Any information not submitted at the time the appeal is filed shall not be considered. The Superintendent has five days to provide materials used to determine the APPR score to the Principal.*

TIMEFRAME FOR DISTRICT/BOCES RESPONSE

- *Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered 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 any and all additional information submitted with the response, at the same time the school district files its response.*

DECISION-MAKER ON APPEAL

- *The Union President and the Superintendent will mutually agree upon a local administrator (i.e. BOCES Superintendent, District Superintendent, Assistant Superintendent) to hear the appeal and render a decision.*

DECISION

- *A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the principal filed his or her appeal.*
- *The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.*
- *The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's or principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy*

of the decision shall be provided to the teacher or principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

• The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Superintendent and Principals have participated in professional development in required standard areas through the Cattaraugus Allegany BOCES Regional Network Team.

Lead Evaluator Trainings we have participated in through BOCES:

Ravo Root, Superintendent of School

NYSED Lead Evaluator Training - 8/16/2011 8/17/2011

• *Data Driven Instruction - 10/20/2011 10/21/2011*

• *Priorities of the Frameworks for Teacher Observation and Planning with Candi McKay - 11/30 and 12/1/2011*

• *Teacher Lead Evaluator: Rubric Collaboration Practice (Rubric Specific) - 12/14/2011 or 12/15/2011*

Superintendent will participate in lead evaluator training when applicable annually through Cattaraugus Allegany BOCES to recertify him as a lead evaluator trainer. There is no need for inter rater reliability since there is only 1 district administrator, the Superintendent, who will perform evaluations on two Principals. Superintendent will participate in lead evaluator training provided by Cattaraugus Allegany to ensure reliability.

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, August 01, 2012

Updated Wednesday, November 28, 2012

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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

<assets/survey-uploads/5581/157748-3Uqgn5g9Iu/Signatures Nov 28 2012.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.

Principal Improvement Plan

Fillmore Central School District

School Name: _____

Name and Signature of Principal: _____

Name and Signature of Evaluator _____

Date of Site Visit by Evaluator _____

Date of APPR _____

Date of Implementation of Principal Improvement Plan _____

*Only standards in need of improvement will be identified and be included in the plan.

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Definition of Problem	Defined Specific Standards Based Goals	Targeted Function(s) for Improvement	Activities to Support Improvement	Manner Improvement will be Assessed	Definite Timeframe for Achieving Improvement & Date of Review

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction

- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Definition of Problem	Defined Specific Standards Based Goals	Targeted Function(s) for Improvement	Activities to Support Improvement	Manner Improvement will be Assessed	Definite Timeframe for Achieving Improvement & Date of Review

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Definition of Problem	Defined Specific Standards Based Goals	Targeted Function(s) for Improvement	Activities to Support Improvement	Manner Improvement will be Assessed	Definite Timeframe for Achieving Improvement & Date of Review

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Definition of Problem	Defined Specific Standards Based Goals	Targeted Function(s) for Improvement	Activities to Support Improvement	Manner Improvement will be Assessed	Definite Timeframe for Achieving Improvement & Date of Review

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student’s academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Definition of Problem	Defined Specific Standards Based Goals	Targeted Function(s) for Improvement	Activities to Support Improvement	Manner Improvement will be Assessed	Definite Timeframe for Achieving Improvement & Date of Review

Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Definition of Problem	Defined Specific Standards Based	Targeted Function(s) for	Activities to Support	Manner Improvement will	Definite Timeframe for
------------------------------	---	---------------------------------	------------------------------	--------------------------------	-------------------------------

	Goals	Improvement	Improvement	be Assessed	Achieving Improvement & Date of Review

Summative Evaluation/Rating (Description of Achievement Goal):

Administrator's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Date of Termination of Plan: _____

How will Teacher Standard areas VI and VII be evaluated?

- a. Each Teacher Standard area is required to be evaluated annually.
- b. In Fillmore, 20 points of the district selected evaluation criteria will be used to gather evidence for Teacher Standard Area VI and VII.
- c. Teachers will complete the district created Teacher Standard VI and VII Documentation Log and collect evidence of teacher competence in each area.
- d. Each teacher and administrator will complete the District developed Teacher Standard VI and VII rubric and compare and have a professional dialogue around teacher performance in each area (worth 17 points).
- e. Each teacher will also complete a reflective narrative around Teacher Standards VI and VII, a documentation log of professional responsibilities, collaboration log, parent/ guardian contact log, professional concern documentation log, and submit documentation as of fulfillment of Teacher Standards VI and VII.

Assessment of Teaching Standards VI and VII

(to be discussed by the teacher and an administrator annually, Administrator will complete form)

Teacher: _____ Class/Grade: _____

NYSUT Rubric Teaching Standard 6: Professional Responsibilities and Collaboration

Element VI.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.	Point Value	No Evidence	Evident
Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.	.5		
Teachers are proactive and advocate to meet the needs of students.	.5		
Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.	.5		
Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.	.5		
Teachers complete training in response to state and local requirements and jurisdictions.	.5		

- Behaviors are assumed unless there is contradicting evidence.

Points Earned: _____

Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.	Point Value	No Evidence	Evident
Teachers support and promote the shared school and district vision and mission to support school improvement.	.5		
Teachers participate actively as part of an instructional team.	.5		
Teachers share information and best practices with colleagues to improve practice.	.5		
Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.	.5		
Teachers collaborate with others both within and outside the school to support student growth, development, and learning.	.5		
Teachers collaborate with the larger community to access and share learning resources.	.5		

- Behaviors are assumed unless there is contradicting evidence.

Points Earned: ____

Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.	Point Value	No Evidence	Evident
Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.	.5		
Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.	.5		
Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.	.5		

Points Earned: _____

Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.	Point Value	No Evidence	Evident
Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)	.5		
Teachers manage time and attendance in accordance with established guidelines.	.5		
Teachers maintain classroom and school resources and materials.	.5		
Teachers participate in school and district events.	.5		

Points Earned: _____

Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.	Point Value	No Evidence	Evident
Teachers communicate relevant regulations and policies to stakeholders.	.5		
Teachers maintain confidentiality regarding student records and information.	.5		
Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.	.5		
Teachers adhere to board policies, district procedures, and contractual obligations.	.5		
Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.	.5		

Points Earned: _____

Teaching Standard 7: Professional Growth

Element VII.1: Teachers reflect on their practice to improve	Point	No	Evident

instructional effectiveness and guide professional growth.	Value	Evidence	
Teachers examine and analyze formal and informal evidence of student learning.	.5		
Teachers recognize the effect of their prior experiences and possible biases on their practice.	.5		
Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.	.5		

Points Earned: _____

Element VII.2: Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.	Point Value	No Evidence	Evident
Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.	.5		
Teachers engage in opportunities for professional growth and development.	.5		

Points Earned: _____

Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.	Point Value	No Evidence	Evident
Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.	.5		
Teachers participate actively as part of an instructional team to improve professional practice.	.5		
Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.	.5		

Points Earned: _____

Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.	Point Value	No Evidence	Evident
Teachers benefit from, contribute to, or become members of appropriate professional organizations.	.5		
Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.	.5		
Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.	.5		

Points
Earned:
_____/ 17pts.
total

Teacher Standards VI and VII Documentation Log Completion

Points

Earned: ___/3 pts. total

Total Points for Standards VI and VII _____ / 20 pts. total

Comments:

Teacher's Signature

Administrator Signature

Review

Date

Attachment D

Teacher Standards VI and VII Documentation Log

Teacher: _____ Class/Grade: _____

Evidence of Fulfilled Professional Responsibilities – Administrator will assign 0-3 points based on the completeness of the tasks below. If 1/3 are completed = 1, 2/3 =2 and if all of it is completed it equals 3.

Professional Task	Date Due (on or before)	Date Completed or Submitted	
SLO (s) submitted and approved (if required)	September 30		
Curriculum map(s) entered in Curriculum Mapper for all classes being taught	September 30		
Annual Professional Goal(s) Submitted	September 30		
BEDS Form Completed and Submitted	October 9		
Quarterly Assessments Developed and Submitted (submit for every class)	October 12	Quarter 1	
	December 14	Quarter 2	
	March 8	Quarter 3	
	May 31	Quarter 4	
Quarterly Assessment Results Submitted	November 9	Quarter 1	
	January 25	Quarter 2	
	April 19	Quarter 3	
	June 14 (except Regents)	Quarter 4	
Quarterly Grades/ Report Card information Submitted (or entered in PowerSchool)	November 13	Quarter 1	
	January 29	Quarter 2	
	April 23	Quarter 3	
	June 20	Quarter 4	
Quarterly AIS Reports Completed and Submitted (if required)	November 13	Quarter 1	
	January 29	Quarter 2	
	April 23	Quarter 3	
	June 14	Quarter 4	
On-line Right-to-Know Training Completed	September 10		
On-Line Bloodborne Pathogen Training Completed	September 10		

Annual Requisition Forms Completed and Submitted	**as required by BO	
Annual End-of-Year Paperwork Completed and Submitted	June 14	
Cumulative Folder Information Entered	June 14	

Professional Concern Documentation

Please identify any instances of the following items you may have been involved with:

Reports to CPS

Date	Student(s)

Referrals to CAST

Date	Student	Reason

Reports of Bullying

Date	Student(s) Involved	Behavior(s)	Reported To

Additional Supporting Evidence to Include in Log

- Personal Reflection
- Professional Development Record from PDP Premier
- Annual Professional Goal Form
- Parent/ Teacher Conference Attendance Logs
- Any school newsletter articles, communicating with parents
- Notices to Parents/ Guardians

Fillmore Central School
Teacher Improvement Plan

Teacher:

Administrator:

The purpose of a professional evaluation is to strengthen the instruction of the teacher or the service delivery of the pupil service provider. Any individual receiving an unsatisfactory evaluation will work with the appropriate administrator to develop an improvement plan to address any area of concern.

Annual Performance Rating leading to the TIP: _____ Ineffective _____ Developing

Annual Professional Performance area to be addressed through the teacher improvement plan:

Teacher Standard: ___ I ___ II ___ III ___ IV ___ V ___ VI

NYS Assessment Data ___

Local Assessment Data ___

Teacher

Goal(s) for Improvement:

Specific Objective(s):

Goal(s) for Improvement:

Specific Objective(s):

Action Steps to be taken:

Action	Person Responsible	By When

Administrator

Goal to Support Improvement:

Specific Objective(s):

Action Steps to be taken:

Action	Person Responsible	By When

The Teacher Improvement Plan and goals will begin: _____

The Teacher Improvement Plan and goals will be reviewed: _____

Outcome of the review: _____ Discontinue TIP
 _____ Continue TIP: Next Review Date: _____

Outcome of the review: _____ Discontinue TIP
 _____ Continue TIP: Next Review Date: _____

Outcome of the review: _____ Discontinue TIP
 _____ Continue TIP: Next Review Date: _____

Evaluator

Date

Teacher

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 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, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

 11-26-12


Teachers Union President Signature: Date:

 11-26-12

Administrative Union President Signature: Date:

 11/27/12

Board of Education President Signature: Date:

 11/27/12