

EKCS 1415

1. School District Information

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 513102040000

If this is not your BEDS Number, please enter the correct one below
513102040000

1.2) School District Name: EDWARDS-KNOX CSD

If this is not your school district, please enter the correct one below
EDWARDS-KNOX CSD

1.3) Assurances

Please check all of the boxes below:

1.4) Submission Status

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

First-time submission

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2. State Growth or Comparable Measures - Teachers

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

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

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

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

2.1) Assurances

Please check the boxes below:

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
1	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
2	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

appr_2_2_hedi.0

For those grades using a state assessment, the teacher in collaboration with the Principal will establish individual student growth targets using historical baseline data with the final target established by the Principal. Each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.

For those grades using a school-wide measure, the school-wide measure will be based on the percentage of students school-wide meeting, or exceeding growth targets on the listed assessment. The growth target is a minimum rigor expectation for growth of 3 or higher on the 3-8 ELA & math, and the 8th grade science assessment, and 65 or higher on all regents assessments. Based on the overall percentage of students who meet or exceed their growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.

For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, for Algebra we will only be using the CC regents. In subsequent years only the CC Geometry and ELA scores will be used.

appr_2_2_hedi.1	See attachment 2.11
appr_2_2_hedi.2	See attachment 2.11
appr_2_2_hedi.3	See attachment 2.11
appr_2_2_hedi.4	See attachment 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
1	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

2	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

appr_2_3_hedi.0	<p>For those grades using a state assessment, the teacher in collaboration with the Principal will establish individual student growth targets using historical baseline data with the final target established by the Principal. Each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.</p> <p>For those grades using a school-wide measure, the school-wide measure will be based on the percentage of students school-wide meeting, or exceeding growth targets on the listed assessment. The growth target is a minimum rigor expectation for growth of 3 or higher on the 3-8 ELA & math, and the 8th grade science assessment, and 65 or higher on all regents assessments. Based on the overall percentage of students who meet or exceed their growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.</p> <p>For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, for Algebra we will only be using the CC regents. In subsequent years only the CC Geometry and ELA scores will be used.</p>
appr_2_3_hedi.1	See attachment 2.11
appr_2_3_hedi.2	See attachment 2.11
appr_2_3_hedi.3	See attachment 2.11
appr_2_3_hedi.4	See attachment 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
7	School- or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

appr_2_4_hedi.0	<p>For those grades using a state assessment, the teacher in collaboration with the Principal will establish individual student growth targets using historical baseline data with the final target established by the Principal. Each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.</p> <p>For those grades using a school-wide measure, the school-wide measure will be based on the percentage of students school-wide meeting, or exceeding growth targets on the listed assessment. The growth target is a minimum rigor expectation for growth of 3 or higher on the 3-8 ELA & math, and the 8th grade science assessment, and 65 or higher on all regents assessments. Based on the overall percentage of students who meet or exceed their growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.</p> <p>For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, for Algebra we will only be using the CC regents. In subsequent years only the CC Geometry and ELA scores will be used.</p>
appr_2_4_hedi.1	See attachment 2.11
appr_2_4_hedi.2	See attachment 2.11
appr_2_4_hedi.3	See attachment 2.11

appr_2_4_hedi.4 See attachment 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
7	School- or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
8	School- or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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

appr_2_5_hedi.0	<p>For those grades using a state assessment, the teacher in collaboration with the Principal will establish individual student growth targets using historical baseline data with the final target established by the Principal. Each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.</p> <p>For those grades using a school-wide measure, the school-wide measure will be based on the percentage of students school-wide meeting, or exceeding growth targets on the listed assessment. The growth target is a minimum rigor expectation for growth of 3 or higher on the 3-8 ELA & math, and the 8th grade science assessment, and 65 or higher on all regents assessments. Based on the overall percentage of students who meet or exceed their growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.</p> <p>For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, for Algebra we will only be using the CC regents. In subsequent years only the CC Geometry and ELA scores will be used.</p>
appr_2_5_hedi.1	See attachment 2.11

appr_2_5_hedi.2 See attachment 2.11

appr_2_5_hedi.3 See attachment 2.11

appr_2_5_hedi.4 See attachment 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

appr_2_6_hedi.0 For those grades using a state assessment, the teacher in collaboration with the Principal will establish individual student growth targets using historical baseline data with the final target established by the Principal. Each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.

For those grades using a school-wide measure, the school-wide measure will be based on the percentage of students school-wide meeting, or exceeding growth targets on the listed assessment. The growth target is a minimum rigor expectation for growth of 3 or higher on the 3-8 ELA & math, and the 8th grade science assessment, and 65 or higher on all regents assessments. Based on the overall percentage of students who meet or exceed their growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.

For the 2014-2015 school year, the district will administer both the NYS Geometry (2005

standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, for Algebra we will only be using the CC regents. In subsequent years only the CC Geometry and ELA scores will be used.

appr_2_6_hedi.1 See attachment 2.11

appr_2_6_hedi.2 See attachment 2.11

appr_2_6_hedi.3 See attachment 2.11

appr_2_6_hedi.4 See attachment 2.11

2.7) High School Science Regents Courses

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

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

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

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

appr_2_7_hedi.0 For those grades using a state assessment, the teacher in collaboration with the Principal will establish individual student growth targets using historical baseline data with the final target established by the Principal. Each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.

For those grades using a school-wide measure, the school-wide measure will be based on the percentage of students school-wide meeting, or exceeding growth targets on the listed assessment. The growth target is a minimum rigor expectation for growth of 3 or higher on the

3-8 ELA & math, and the 8th grade science assessment, and 65 or higher on all regents assessments. Based on the overall percentage of students who meet or exceed their growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.

For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, for Algebra we will only be using the CC regents. In subsequent years only the CC Geometry and ELA scores will be used.

appr_2_7_hedi.1 See attachment 2.11

appr_2_7_hedi.2 See attachment 2.11

appr_2_7_hedi.3 See attachment 2.11

appr_2_7_hedi.4 See attachment 2.11

2.8) High School Math Regents Courses

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

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

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

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

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

appr_2_8_hedi.0 For those grades using a state assessment, the teacher in collaboration with the Principal will establish individual student growth targets using historical baseline data with the final target established by the Principal. Each teacher will receive a HEDI score based on each teachers'

class roster. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.

For those grades using a school-wide measure, the school-wide measure will be based on the percentage of students school-wide meeting, or exceeding growth targets on the listed assessment. The growth target is a minimum rigor expectation for growth of 3 or higher on the 3-8 ELA & math, and the 8th grade science assessment, and 65 or higher on all regents assessments. Based on the overall percentage of students who meet or exceed their growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.

For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, for Algebra we will only be using the CC regents. In subsequent years only the CC Geometry and ELA scores will be used.

appr_2_8_hedi.1 See attachment 2.11

appr_2_8_hedi.2 See attachment 2.11

appr_2_8_hedi.3 See attachment 2.11

appr_2_8_hedi.4 See attachment 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Grade 11 ELA	Regents assessment	NYS RE in ELA (Common Core) and NYS Comprehensive English regents exam

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

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

appr_2_9_hedi.0	<p>For those grades using a state assessment, the teacher in collaboration with the Principal will establish individual student growth targets using historical baseline data with the final target established by the Principal. Each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.</p> <p>For those grades using a school-wide measure, the school-wide measure will be based on the percentage of students school-wide meeting, or exceeding growth targets on the listed assessment. The growth target is a minimum rigor expectation for growth of 3 or higher on the 3-8 ELA & math, and the 8th grade science assessment, and 65 or higher on all regents assessments. Based on the overall percentage of students who meet or exceed their growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.</p> <p>For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, for Algebra we will only be using the CC regents. In subsequent years only the CC Geometry and ELA scores will be used.</p>
appr_2_9_hedi.1	See attachment 2.11
appr_2_9_hedi.2	See attachment 2.11
appr_2_9_hedi.3	See attachment 2.11
appr_2_9_hedi.4	See attachment 2.11

2.10) All Other Courses

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

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local->

the 3-8 ELA & math, and the 8th grade science assessment, and 65 or higher on all regents assessments. Based on the overall percentage of students who meet or exceed their growth target a corresponding 0-20 HEDI core will be determined using the uploaded conversion chart in attachment 2.11.

For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, for Algebra we will only be using the CC regents. In subsequent years only the CC Geometry and ELA scores will be used.

appr_2_10_hedi.1 See attachment 2.11

appr_2_10_hedi.2 See attachment 2.11

appr_2_10_hedi.3 See attachment 2.11

appr_2_10_hedi.4 See attachment 2.11

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.

//nysed-

appr2.myreviewroom.com/forms/12186/responses/2050353/TXEttx9bQW/44a765cb0192720d37588ee596149188/APPR
Review Plan 2.11 HEDI tables_1.docx

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:

EKCS 1415

3. Locally Selected Measures - Teachers

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
5	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
6	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
7	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
8	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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.

appr_3_1_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.3 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.
appr_3_1_hedi.1	See attachment 3.3

appr_3_1_hedi.2 See attachment 3.3

appr_3_1_hedi.3 See attachment 3.3

appr_3_1_hedi.4 See attachment 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
5	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
6	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
7	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
8	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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.

appr_3_2_hedi.0 Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.3 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry

(2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.

appr_3_2_hedi.1 See attachment 3.3

appr_3_2_hedi.2 See attachment 3.3

appr_3_2_hedi.3 See attachment 3.3

appr_3_2_hedi.4 See attachment 3.3

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.

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appr2.myreviewroom.com/forms/12149/responses/2050355/rhJdBgDruP/29a466b876d23e9bb4459d1cfad8fec3/APPR
Review Plan 3.13 HEDI tables.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
1	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
2	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
3	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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.

appr_3_4_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.13 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.
appr_3_4_hedi.1	See attachment 3.13
appr_3_4_hedi.2	See attachment 3.13
appr_3_4_hedi.3	See attachment 3.13
appr_3_4_hedi.4	See attachment 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
1	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

2	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
3	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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.

appr_3_5_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.13 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.
appr_3_5_hedi.1	See attachment 3.13
appr_3_5_hedi.2	See attachment 3.13
appr_3_5_hedi.3	See attachment 3.13
appr_3_5_hedi.4	See attachment 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6		

	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
7	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
8	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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.

appr_3_6_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.13 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.
appr_3_6_hedi.1	See attachment 3.13
appr_3_6_hedi.2	See attachment 3.13
appr_3_6_hedi.3	See attachment 3.13
appr_3_6_hedi.4	See attachment 3.13

3.7) Grades 6-8 Social Studies

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

Locally-Selected Measure from List of Approved Measures	Assessment
6 6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

7	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
8	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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.

appr_3_7_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.13 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.
appr_3_7_hedi.1	See attachment 3.13
appr_3_7_hedi.2	See attachment 3.13
appr_3_7_hedi.3	See attachment 3.13
appr_3_7_hedi.4	See attachment 3.13

3.8) High School Social Studies

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Global 1	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Global 2	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
American History	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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.

appr_3_8_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.13 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.
appr_3_8_hedi.1	See attachment 3.13
appr_3_8_hedi.2	See attachment 3.13
appr_3_8_hedi.3	See attachment 3.13
appr_3_8_hedi.4	See attachment 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Earth Science	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Chemistry	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Physics	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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.

appr_3_9_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.13 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.
appr_3_9_hedi.1	See attachment 3.13
appr_3_9_hedi.2	See attachment 3.13
appr_3_9_hedi.3	See attachment 3.13
appr_3_9_hedi.4	See attachment 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Geometry	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Algebra 2	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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

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

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

appr_3_10_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.13 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.
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appr_3_10_hedi.1 See attachment 3.13

appr_3_10_hedi.2 See attachment 3.13

appr_3_10_hedi.3 See attachment 3.13

appr_3_10_hedi.4 See attachment 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Grade 10 ELA	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered
Grade 11 ELA	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA, math, grade 8 science, and all NYS regent's exams administered

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

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

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

appr_3_11_hedi.0 Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.13 to

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.

appr_3_12_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 3.13 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra on the CC will be used. In subsequent years only the CC in Geometry and ELA will be used.
appr_3_12_hedi.1	See attachment 3.13
appr_3_12_hedi.2	See attachment 3.13
appr_3_12_hedi.3	See attachment 3.13
appr_3_12_hedi.4	See attachment 3.13

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.

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appr2.myreviewroom.com/forms/12149/responses/2050355/y92vNseFa4/8df1793c706c239577ba837dbde5b50b/APPR
Review Plan 3.13 HEDI tables_1.docx

3.14) Locally Developed Controls

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

n/a

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.

N/A

3.16) Assurances

Please check all of the boxes below:

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4. Other Measures of Effectiveness- Teachers

Page 1

4.1) Teacher Practice Rubric

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

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

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

Marzano's Causal Teacher Evaluation Model

None

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

appr_4_2_points.0	40
appr_4_2_points.1	0
appr_4_2_points.2	0
appr_4_2_points.3	0
appr_4_2_points.4	0
appr_4_2_points.5	20

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.

4.4) Assurances

Please check all of the boxes below:

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.

We will use the Marzano Causal Teacher Evaluation rubric on the iObservation electronic platform (from Learning Sciences International). Within this system, evaluators will assign scores for various domains based upon evidence gathered during classroom observations, pre-observation conferences, post-observation conferences, and review of documents submitted by the evaluator and the teacher. All 60 points will be based upon the Marzano rubric. Rated elements will receive scores of 1 - 4, and the iObservation system will be set up to weight elements that can be observed in the classroom, as well as elements that must be documented otherwise. After all observations and domains are completed, evidence is submitted, the system will calculate an overall score for each teacher on a scale of 1-4 based upon the predetermined percentages. These scores will be averaged together by the iObservation system. All scores from observations and artifact review will be averaged together (using the pre-set weighting established in iObservation which guarantees 40% goes to observation evidence and 20% all other evidence) to derive an average weighted score from 1 to 4, which will then be converted to 0 to 60 points based on the attached conversion chart. The iObservation weighting will ensure that 50% of the weight (in the calculation of weighted averages) will come from domain 1, 25% from domain 2, 15% from domain 3, and 10% from domain 4. Where an element is observed more than once the elements scores will be averaged to result in one element score. The rubric scores are the minimum scores necessary to obtain the corresponding HEDI Rating.

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.

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[app2.myreviewroom.com/forms/12179/responses/2050357/eka9yMJ855/0d12a726cf2051e35127268a3ec63f7d/60point_conversion_extended_1 - Copy.doc](http://app2.myreviewroom.com/forms/12179/responses/2050357/eka9yMJ855/0d12a726cf2051e35127268a3ec63f7d/60point_conversion_extended_1-Copy.doc)

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.

appr_4_5_hedi.0	The teacher's average rating for scores assigned on the 4 point Marzano rubric must be 3.5 or greater
appr_4_5_hedi.1	The teacher's average rating for the scores assigned on the 4 point Marzano rubric must be 2.5 to 3.4
appr_4_5_hedi.2	The teacher's average rating for scores assigned on the 4 point Parzano rubric must be 1.5 to 2.4

appr_4_5_hedi.3 The teacher's average rating for scores assigned on the 4 point Marzano rubric must be 1.0 to 1.4

Provide the ranges for the 60-point scoring bands.

appr_4_5_hedibands.0	59-60 points
appr_4_5_hedibands.1	57-58 points
appr_4_5_hedibands.2	50-56 points
appr_4_5_hedibands.3	0-49 points

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

appr_4_6_principaladministrators.0	2
appr_4_6_principaladministrators.1	1
appr_4_6_principaladministrators.2	3

By trained in-school peer teachers or other trained reviewers

appr_4_6_peerteachers.0	0
appr_4_6_peerteachers.1	0

Independent evaluators

appr_4_6_independent.0	0
appr_4_6_independent.1	0

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

In Person

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

In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

appr_4_7_principaladministrators.0	0
------------------------------------	---

appr_4_7_principaladministrators.1	2
------------------------------------	---

appr_4_7_principaladministrators.2	2
------------------------------------	---

By trained in-school peer teachers or other trained reviewers

appr_4_7_peerteachers.0	0
-------------------------	---

appr_4_7_peerteachers.1	0
-------------------------	---

Independent evaluators

appr_4_7_independent.0	0
------------------------	---

appr_4_7_independent.1	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

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5. Composite Scoring - Teachers

Page 1

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results exceed NYS Teaching Standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results meet NYS Teaching Standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet NYS Teaching Standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20		91-100

Effective	9-17	9-17	Ranges determined locally--see below	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

appr_5_1.0	59-60
appr_5_1.1	57-58
appr_5_1.2	50-56
appr_5_1.3	0-49

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

Where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	Ranges determined locally--see above	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

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6. Additional Requirements - Teachers

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.2) Attachment: Teacher Improvement Plan Forms

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

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appr2.myreviewroom.com/forms/12193/responses/2050361/Df0w3Xx5v6/0486c0a9991e03026e5e51cdc2fec339/Teacher Improvement Plan.pdf

6.3) Appeals Process

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

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

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

Appeals are limited to ineffective composite ratings for first-year teachers, to ineffective or developing composite ratings for all other teachers, and all tenured and probationary teachers may appeal a TIP as generated by an ineffective rating. A teacher may appeal those grounds enumerated in Education Law 3012-c. All grounds for appeal must be raised with specificity within a single appeal, and the burden of demonstrating a right to the relief requested is with the teacher. There are four levels of appeal which must be processed within a maximum of 50 school days: evaluator (individual teacher filing appeal with their supervisor within 10 school days of receiving their evaluation or failure to implement the TIP, and the supervisors response within 10 school days of receiving the appeal); superintendent (individual teacher filing within 5 school days of receiving supervisor's response, superintendent hearing within 5 school days of receiving teacher's appeal to the superintendent, and superintendent's determination within 5 school days of superintendent's hearing); bi-partisan panel (individual teacher filing within 5 school days of receiving superintendent's response to the appeal, review and recommendation by panel within 5 school days of

receiving teacher's appeal to the appeals panel); and then a return to the superintendent for final, binding determination (within 5 school days of receipt of panel's recommendation). This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving these appeals.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

Each school year as training is offered by SED, regional sessions will be offered by the St. Lawrence-Lewis BOCES or an agency of equivalent standing and the teacher evaluators will attend them as well as a team consisting of elementary, middle and high school staff representing their constituency. Those trained in turn will provide training to all other staff throughout the building. This model has worked well in multiple after-school sessions where the staff are divided up by levels. All nine (9) elements required by the Commissioner's Regulations Section 30-2.9 (b) will be provided in training as well as focus upon continuing calibration of evaluators, ensuring inter-rater agreement and inter-rater reliability. All evaluators will participate in annual training sessions to become re-calibrated as well as recertified. Any new evaluators will partake in a minimum of three days training to cover all nine (9) elements required by the Commissioner's Regulations Section 30-2.9 (b) and will be provided in training as well as focus upon continuing calibration of evaluators, ensuring inter-rater agreement and inter-rater reliability. All staff and trainers will continue to participate in training from NorthEast Regional Information Center (NERIC) staff on the use of iObservation electronic platform (within which the district will house its Marzano Framework rubrics, instruments, and evidence). This will be done prior to the start of evaluations to ensure staff know what they will be scored upon.

Based upon their participation in these activities, teacher evaluators will be certified by the Superintendent and Board of Education as lead evaluators and evaluators.

- (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

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.7) Assurances -- Data

Please check all of the boxes below:

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7. State Growth or Comparable Measures - Principals

Page 1

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

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

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

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

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

appr_7_1.0	K-6
appr_7_1.1	7-12

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

Please check the boxes below:

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGPVA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

- State assessments, required if one exists
- District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
- List of State-approved 3rd party assessments

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

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

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

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

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

appr_7_3_hedi.0	NA
appr_7_3_hedi.1	NA
appr_7_3_hedi.2	NA
appr_7_3_hedi.3	NA
appr_7_3_hedi.4	NA

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:

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8. Locally Selected Measures - Principals

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

listed in Task 7.1.

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	NYS Grades 3-8 assessments in ELA/Math, Grades 8 Science and all Regents
7-12	(d) measures used by district for teacher evaluation	NYS Grades 3-8 assessments in ELA/Math, Grades 8 Science and all 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.

appr_8_1_hedi.0	Each student's achievement score on the state assessment will be assigned a score from 1 to 4, and the school-wide average will be computed using a point scale. The average assessment score will be rounded to the nearest tenth before conversion to a HEDI score. On the 3-8 ELA, math and grade 8 science assessment, state provided scores of 1-4 will be applied. For regents exams, scores of 85-100 is the equivalent of a 4, a score of 65-84 is equivalent to a 3, a score of 55-64 is a 2 and a score of 0-54 is a 1. The average school-wide score on the 4 point scale will be applied alongside the attached chart in 8.1 to determine the number of points earned. A HEDI score of 0-20 will be given in the absence of a value-added model. For the 2014-2015 school year, the district will administer both the NYS Geometry (2005 standards) and NYS RE in Geometry (Common Core), and both the NYS Comprehensive English and NYS RE in ELA (Common Core). For both the Geometry and the ELA, we will use the higher of the two scores, in Algebra only the Common Core will be used. In subsequent years only the CC in Geometry and ELA will be used.
appr_8_1_hedi.1	See upload
appr_8_1_hedi.2	See Upload
appr_8_1_hedi.3	See Upload
appr_8_1_hedi.4	See Upload

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. [Click here for a downloadable copy of Form 8.1. \(MS Word\)](#)
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appr2.myreviewroom.com/forms/12190/responses/2050365/8o9AH60arN/1a82e6d0407ed821dc266b4c6784c6b6/APPR
Review Plan 3.13 HEDI tables 15 29.docx

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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appr_8_5.2	Check
appr_8_5.3	Check
appr_8_5.4	Check
appr_8_5.5	Check
appr_8_5.6	Check
appr_8_5.7	Check
appr_8_5.8	Check
appr_8_5.9	Check
appr_8_5.10	Check

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10. Composite Scoring - Principals

Page 1

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.	Overall performance and results exceed ISLLC leadership standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES- adopted expectations for growth or achievement for grade/subject.	Overall performance and results meet ISLLC leadership standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES- adopted expectations for growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet ISLLC leadership standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES- adopted expectations for growth or achievement for grade/subject.	Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score

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

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

appr_10_1.0	59-60
appr_10_1.1	57-58
appr_10_1.2	50-56
appr_10_1.3	0-49

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

Where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	Ranges determined locally--see above	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

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11. Additional Requirements - Principals

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.2) Attachment: Principal Improvement Plan Forms

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

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

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[appr2.myreviewroom.com/forms/12168/responses/2050371/Df0w3Xx5v6/1a540f0becb9e64b68bd5212f744bf7b/Principal Improvement Plan.pdf](http://appr2.myreviewroom.com/forms/12168/responses/2050371/Df0w3Xx5v6/1a540f0becb9e64b68bd5212f744bf7b/Principal%20Improvement%20Plan.pdf)

11.3) Appeals Process

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

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

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

Appeals are limited to ineffective composite ratings for first-year principals, to ineffective or developing ratings for all other principals, and to those improvement plans that are generated as the result of an ineffective or developing composite rating. All grounds for appeal must be raised with specificity within a single appeal and the burden of demonstrating a right to the relief requested is with the principal. There are three levels of appeal which must be processed within a maximum of 70 calendar days: evaluator (filing within 15 calendar days of receiving the final evaluation or TIP and response within 15 calendar days); bi-partisan panel (filing within 10 calendar days, review and recommendation within 10 calendar days); and district superintendent of the St. Lawrence-Lewis BOCES for final determination (filing within 10 calendar days of panel's recommendation and binding determination by district superintendent within 10 calendar days. This appeals procedure constitutes the exclusive means for initiating,

reviewing, and resolving these appeals. A principal may appeal all grounds in 3012C. The appeals process will be timely and expeditious.

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

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

All Principal Evaluators have participated in the St. Lawrence-Lewis BOCES RtT Network Team training series on Principal Evaluation. This series, incorporating all required training elements, involved 5 sessions during the 2011-2012 year. Network Team representatives attended all SED Network Team Institute sessions relating to Principal evaluation, and all NYSCOSS/LEAF sessions on Principal evaluation. These trainers turn-keyed the content from these sessions to all Principal evaluators in the St. Lawrence-Lewis BOCES region during the 5 sessions of the 2011-2012 year. As further training is provided by SED and NYSCOSS, it will be attended by St. Lawrence-Lewis BOCES RtT Network Team representatives and turn-keyed back to Principal evaluators in the region. The District will also utilize ongoing training materials provided through the LEAF Subscription Service of NYSCOSS to participate in ongoing training both regionally and in-district moving forward. Those who have not been through the training series in 2011-2012 will go through the same series in 2012-13, and new evaluators will do so in subsequent years thereafter. (NTI Training sessions will no longer be available after 2014-15) Each year, certified evaluators will attend SLL BOCES-sponsored sessions (or equivalent provider) which may take up to an eight hour session for recertifying or a minimum of three days of training for new evaluators during these sessions all nine elements listed in the Commissioners Regulations 30-2.9 are addressed as well as an emphasis on inter-related liability, in order to become calibrated for the up coming school year. Upon completion of training the evaluators will be certified by the Board of Education as evaluators and lead evaluators.

(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

11.6) Assurances -- Principals

Please check all of the boxes below:

11.7) Assurances -- Data

Please check all of the boxes below:

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12. Joint Certification of APPR Plan

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

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appr2.myreviewroom.com/forms/12158/responses/2050373/3Uqgn5g9lu/52184f20d362ffdc7a6280bef5ee0657/apprsign03581820150409141215.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.