



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

Acting Commissioner of Education
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June 16, 2015

Revised

Dr. Bolgen Vargas, Superintendent
Rochester City School District
131 W. Broad Street
Rochester, NY 14614

Dear Superintendent Vargas:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

NOTE:

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

Annual Professional Performance Reviews

Created Wednesday, September 18, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 261600010000

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

261600010000

1.2) School District Name: ROCHESTER CITY SD

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

ROCHESTER CITY SD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 09/18/2013

Last updated: 06/14/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Rochester CSD District Developed Kindergarden ELA Assessment
1	District, regional, or BOCES-developed assessment	Rochester CSD District Developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Rochester CSD District Developed Second Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>All student learning objectives for K-2 ELA will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan.</p> <p>For grade 3 ELA all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets in collaboration with building principals based on students prior academic history. The state assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan.</p> <p>If principals and teachers cannot agree, the target will be set consistent with the law.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	<p>For grades K - 2 ELA teachers who have exceeded their targets based on district developed assessments (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.</p> <p>For grade 3 ELA teachers who have exceeded their targets based on the NYS ELA Examination for Grade 3 (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>For grades K - 2 ELA teachers who have met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal.</p> <p>For grade 3 ELA teachers who have met their targets based on the NYS ELA Examination for Grade 3 (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal.</p>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	<p>For grades K - 2 ELA teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal.</p> <p>For grade 3 ELA teachers who have not met their targets based on the NYS ELA Examination for Grade 3 (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal.</p>
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	<p>For grades K - 2 ELA teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.</p> <p>For grade 3 ELA teachers who have not met their targets based on the NYS ELA Examination for Grade 3 (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.</p>

2.3) Grades K-3 Math

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

	Math	Assessment
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K	District, regional, or BOCES-developed assessment	Rochester CSD District Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Rochester CSD District Developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Rochester CSD District Developed Second Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>All student learning objectives for K-2 Math will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan.</p> <p>For grade 3 Math all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets in collaboration with building principals based on students prior academic history. The state assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan.</p> <p>If principals and teachers cannot agree, the target will be set consistent with the law.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	<p>For grades K - 2 math teachers who have exceeded their targets based on district developed assessments (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.</p> <p>For grade 3 Math teachers who have exceeded their targets based on the NYS Math Examination for Grade 3 (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>For grades K - 2 math teachers who have met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal.</p> <p>For grade 3 math teachers who have met their targets based on the NYS math Examination for Grade 3 (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal.</p>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	<p>For grades K - 2 math teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal.</p> <p>For grade 3 math teachers who have not met their targets based on the NYS math Examination for Grade 3 (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal.</p>
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	<p>For grades K - 2 math teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.</p> <p>For grade 3 math teachers who have not met their targets based on the NYS math Examination for Grade 3 (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Rochester CSD District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Rochester CSD District Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All student learning objectives for Grade 6 -7 Science will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan. For grade 8 Science all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets in collaboration with building principals based on students prior academic history. The state assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan. If principals and teachers cannot agree, the target will be set consistent with the law.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For grades 6 - 7 science teachers who have exceeded their targets based on district developed assessments (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals. For grade 8 science teachers who have exceeded their targets based on the NYS Science Examination for Grade 8 (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For grades 6 - 7 science teachers who have met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal. For grade 8 science teachers who have met their targets based on the NYS science Examination for Grade 8 (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For grades 6 -7 science teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal. For grade 8 science teachers who have not met their targets based on the NYS science Examination for Grade 8 (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For grades 6 -7 science teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Ineffective (0 -2). This is well below the district goal. For grade 8 science teachers who have not met their targets based on the NYS science Examination for Grade 8 (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

2.5) Grades 6-8 Social Studies

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All student learning objectives for Grade 6 -8 Social Studies will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan. If principals and teachers cannot agree, the target will be set consistent with the law.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For grades 6 - 8 Social Studies teachers who have exceeded their targets based on district developed assessments (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.

Effective (9 - 17 points) Results meet District goals for similar students.	For grades 6 - 8 Social Studies teachers who have met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal.
Developing (3 - 8 points) Results are below District goals for similar students.	For grades 6 - 8 Social Studies teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For grades 6 - 8 Social Studies teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Rochester CSD District Developed Global Studies 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>All student learning objectives for Global Studies 1 will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student learning targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan. For Global Studies 2 and American History all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets in collaboration with building principals based on students prior academic history. The Regents assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan.</p> <p>If principals and teachers cannot agree, the target will be set consistent with the law.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For Global 1 teachers who have exceeded their targets based on district developed assessments (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals. For Global Studies 2 and American History teachers who have exceeded their targets based on the NYS Regents Examination (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	For Global 1 teachers who have met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal. For Global Studies 2 and American History teachers who have met their targets based on the NYS Regents Examinations (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal.
Developing (3 - 8 points) Results are below District goals for similar students.	For Global Studies 1 teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal. For Global Studies 2 and American History teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For Global Studies 1 teachers who have not met their targets based on district developed assessments (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal. For Global Studies 2 and American History teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Regents Science courses all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. The Regents assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan. If principals and teachers cannot agree, the target will be set consistent with the law.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For all Regents level Science teachers who have exceeded their targets based on the NYS Regents Examination (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	For all Regents level Science teachers who have met their targets based on the NYS Regents Examinations (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal.
Developing (3 - 8 points) Results are below District goals for similar students.	For all Regents level Science teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For all Regents level Science teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Regents mathematics courses all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. The Regents assessment will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan. For Common Core Algebra courses, the district will be administering both the NYS Common Core and the NYS Integrated Algebra Examinations. For Common Core Geometry courses, the district will be administering both the NYS Common Core and the NYS Geometry 2005 Examinations. The district will utilize the higher of the two scores for this purpose. If principals and teachers cannot agree, the target will be set consistent with the law.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For all Regents level mathematics teachers who have exceeded their targets based on the NYS Regents Examination (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	For all Regents level mathematics teachers who have met their targets based on the NYS Regents Examinations (as described in Appendix A) will receive a rating of Effective (9 - 17). This is the district goal.
Developing (3 - 8 points) Results are below District goals for similar students.	For all Regents level mathematics teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For all Regents level mathematics teachers who have not met their targets based on the NYS Regents Examinations (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Rochester CSD District Developed Grade 9 ELA examination
Grade 10 ELA	District, regional or BOCES-developed assessment	Rochester CSD District developed Grade 10 ELA Examination
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA and NYS Common Core ELA Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All student learning objectives for Grade 9 and 10 ELA will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. District developed post tests will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan. Students will receive common core instruction in all English Language Arts courses. For Grade 11 ELA all student learning objectives will be based on individual teachers target setting in order to measure student growth. Teachers will set individual student growth targets approved by building principals based on students prior academic history. The District will be administering both the NYS Common Core and the NYS Comprehensive English Regents Examination. the higher of the two scores will be utilized to determine if targets were met. HEDI criteria will be based on Appendix A uploaded as part of this plan. If principals and teachers cannot agree, the target will be set consistent with the law.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For grades 9 and 10 ELA who have exceeded their targets based on district developed assessments (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals. For grade 11 teachers who have exceeded their targets based on the NYS Regents Examination (as described in Appendix A) will receive a rating of Highly Effective (18 - 20). This is well above district goals.

Developing (3 - 8 points) Results are below District goals for similar students.	For all other courses or subjects teachers who have have not met their targets based on the locally, regionally or BOCES developed assessments (as described in Appendix A) will receive a rating of Developing (3 - 8). This is below the district goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For all other courses or subjects teachers who have have not met their targets based on locally, regionally or BOCES developed assessments (as described in Appendix A) will receive a rating of Ineffective (0 - 2). This is well below the district goal.

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

(No response)

2.11) HEDI Tables or Graphics

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/641415-TXETx9bQW/Rochester%20City%20School%20District%20State%20Growth%20Score%20Chart%20for%20Student%20Learning%20Objectives.docx

2.12) Locally Developed Controls

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

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

There are no locally developed controls or adjustments contained in this plan.

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:

Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

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

3. Local Measures (Teachers)

Created: 09/18/2013

Last updated: 05/15/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers.

Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	See local measures attachment
5	6(ii) School wide measure computed locally	See local measures attachment
6	6(ii) School wide measure computed locally	See local measures attachment
7	6(ii) School wide measure computed locally	See local measures attachment
8	6(ii) School wide measure computed locally	See local measures attachment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See local measures attachment
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

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	See local measures attachment
5	6(ii) School wide measure computed locally	See local measures attachment
6	6(ii) School wide measure computed locally	See local measures attachment
7	6(ii) School wide measure computed locally	See local measures attachment
8	6(ii) School wide measure computed locally	See local measures attachment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See local measures attachment
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/641698-rhJdBgDruP/Local%20Measures%20for%20State%20Submission%20Teacher%20\(final2\).pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/641698-rhJdBgDruP/Local%20Measures%20for%20State%20Submission%20Teacher%20(final2).pdf)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. 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	See local measures attachment
1	6(ii) School-wide measure computed locally	See local measures attachment
2	6(ii) School-wide measure computed locally	See local measures attachment
3	6(ii) School-wide measure computed locally	See local measures attachment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See local measures attachment For K-2 buildings, the HEDI points will be based on the percent of students meeting proficiency (a score of 6 or higher on a 1-9 scale) on the locally developed assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

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	See local measures attachment
1	6(ii) School-wide measure computed locally	See local measures attachment
2	6(ii) School-wide measure computed locally	See local measures attachment
3	6(ii) School-wide measure computed locally	See local measures attachment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See local measures attachment For K-2 buildings, the HEDI points will be based on the percent of students meeting proficiency (a score of 6 or higher on a 1-9 scale) on the locally developed assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

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	See local measures attachment
7	6(ii) School wide measure computed locally	See local measures attachment
8	6(ii) School wide measure computed locally	See local measures attachment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See local measures attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

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	See local measures attachment
7	6(ii) School wide measure computed locally	See local measures attachment
8	6(ii) School wide measure computed locally	See local measures attachment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See local measures attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	See local measures attachment
Global 2	6(ii) School wide measure computed locally	See local measures attachment
American History	6(ii) School wide measure computed locally	See local measures attachment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See local measures attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

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	See local measures attachment
Earth Science	6(ii) School wide measure computed locally	See local measures attachment
Chemistry	6(ii) School wide measure computed locally	See local measures attachment
Physics	6(ii) School wide measure computed locally	See local measures attachment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See local measures attachment
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

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	See local measures attachment
Geometry	6(ii) School wide measure computed locally	See local measures attachment
Algebra 2	6(ii) School wide measure computed locally	See local measures attachment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See local measures attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

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	See local measures attachment
Grade 10 ELA	6(ii) School wide measure computed locally	See local measures attachment
Grade 11 ELA	6(ii) School wide measure computed locally	See local measures attachment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See local measures attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See local measures attachment

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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/641698-y92vNseFa4/Local%20Measures%20for%20State%20Submission%20Teacher%20\(final2\).pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/641698-y92vNseFa4/Local%20Measures%20for%20State%20Submission%20Teacher%20(final2).pdf)

3.14) Locally Developed Controls

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

There are no locally developed controls included in this agreement.

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.

See local measures attachment

3.16) Assurances

Please check all of the boxes below:

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

Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.

Checked

Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Checked

4. Other Measures of Effectiveness (Teachers)

Created: 09/18/2013

Last updated: 03/23/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

Teachers who select other option

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	29
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)
--	---------------

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/641720-2Uox12HPmn/Form4_2_PointsWithinOtherMeasures final.doc

4.3) Survey Tools (if applicable)

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

(No response)

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

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each Element of a TEACHSCAPE domain shall be rated using the HEDI criteria which shall be converted to a four point scale. Highly Effective = 4 points, Effective = 3 points, Developing = 2 points, and Ineffective = 1 point. The element score for a domain shall be averaged to determine the score for that domain. Domain scores are averaged together to result in a evaluation score. Data is collected through observations by supervising administrators on teachscape forms created and utilized to determine domain scores.

Where a teacher has selected either Peer Evaluation or PART for 29 points of their evaluation, that teacher shall receive a weighted average of the scores received from the Supervisor/ Lead Evaluator and the Peer Evaluator or PART.

For teachers choosing peer review data is collected on each observation by supervising administrator and the peer reviewer on teachscape forms created. Data is collected through observations by supervising administrators and peer reviewers on teachscape forms created and utilized to determine domain scores. The final score for each component is based on the evidence that is collected and observed over the course of the school year.

For teachers choosing PART (structured review) the teacher presents their PART (structured review documents) to a committee consisting of two teacher colleagues and the lead evaluator. The committee reviews materials, conducts an interview with the teacher and awards points for each subdomain based on the evidence presented.

The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/641720-eka9yMJ855/Calculation of TEACHSCAPE Rubric Subcomponent Scores final 10 2 2013 1.docx>

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers whose performance on the HEDI is well above district expectations will receive a rating of Highly Effective pursuant to the process described in question 4.5 above and the attachment. This exceeds district expectation.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers whose performance on the HEDI whose performance meets expectations will receive a rating of Effective pursuant to the process described in question 4.5 above and the attachment. This is the district expectation.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers whose performance on the HEDI who is below the district expectations will receive a rating of Developing pursuant to the process described in question 4.5 above and the attachment. This is below district expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers whose performance on the HEDI who is well below district expectations will receive a rating of Ineffective pursuant to the process described in question 4.5 above and the attachment. This is well below district expectations.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0 - 54

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
-------------	---

Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	2
Informal/Short	1

Independent evaluators

Formal/Long	0
Informal/Short	0

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

In Person

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

In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	1
Informal/Short	1

Independent evaluators

Formal/Long	0
Informal/Short	0

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

In Person

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

In Person

5. Composite Scoring (Teachers)

Created: 09/18/2013

Last updated: 03/17/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

Where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

Highly Effective	59 - 60
Effective	57 - 58
Developing	55 - 56
Ineffective	0 - 54

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

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

6. Additional Requirements - Teachers

Created: 09/18/2013

Last updated: 03/23/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/641794-Df0w3Xx5v6/Teacher Improvement Plan.docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/641794-Df0w3Xx5v6/Teacher%20Improvement%20Plan.docx)

6.3) Appeals Process

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

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

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

21. The Rochester City School District and Rochester Teachers Association agree that the Career in Teaching (CIT) Joint Governing Panel shall oversee the Appeals Process under the new Education Law and Commissioner's Regulations for APPR ratings.

22. A teacher whose Annual Professional Practice Review (APPR) rating is "Developing" or "Ineffective" or whose rating on the Local Measures and/or Other Measures subcomponents actually affects eligibility for the TIF incentive shall have the right to appeal the substance of the APPR, the District's adherence to the standards and methodologies required for the review pursuant to Education Law § 3012-c, compliance with the Commissioner's regulations or this Agreement, and/or the issuance or implementation of a teacher improvement plan. An appeal of the issuance of

an improvement plan shall not delay the implementation of such plan.

23. Fifteen (15) business days from the receipt of the APPR composite rating or issuance or implementation of a TIP, the teacher must submit a written appeal which includes all reasons for appealing his/her rating or challenging the evaluation and all documents and information relevant to the appeal, including but not limited to, APPR documents, all observations or other documentation forming the basis of the APPR composite rating, and/or TIP, where applicable; and a detailed written description of the specific areas of disagreement.

24. The appeal shall be heard by an Appeals Team, which shall include one member of the CIT Panel appointed by the Superintendent and one member appointed by the RTA President. More than one Appeals Team may be formed. A response to the written appeal is due no more than 30 days after the receipt of the appeal, unless the appeal is submitted for review to a neutral third party, in which case a response is due within 60 days after the receipt of the appeal. The Appeals Team may conduct an interview of the teacher and/or the evaluator and request additional documentation. The teacher shall be provided an opportunity to respond to any additional documentation presented to the Appeals Team. The teacher may have an RTA Faculty Representative at any interview and/or may decline to submit to an interview.

25. All documentation submitted to the Appeals Team and the record of any interviews conducted shall constitute the record of the Appeal. Following a review of the record, the Appeals Team shall render a written decision affirming, modifying, or rejecting the rating. If the Appeals Team cannot render a decision, the record of the appeal shall be submitted to a neutral third party, who shall be jointly selected by the Superintendent and the RTA President. The third party shall have received evaluator training, but shall not be currently employed by the District or the RTA. Within 30 days of receipt of the record, the neutral third party shall issue a written decision affirming, modifying, or rejecting the rating. The time lines set forth above may be extended if the appealing teacher cannot be available, absent significant hardship, during the time for filing or reviewing the appeal and such absence prevents the Appeals Team from exercising its duties. If a teacher is justifiably unavailable during the 15 business day period in which to file an appeal, the time to file shall be extended by the number of days of unavailability.

26. The determination of the appeal process is final and binding. The grievance and/or arbitration procedures in the parties' collective bargaining agreement shall not be used to appeal or review a teacher's performance review, except that failure to comply with the agreed-upon appeals process is subject to the grievance procedure. The parties agree that they shall work collaboratively to resolve any concerns with the appeals process prior to the filing of a grievance. All grievances filed under this paragraph shall be subject to the following expedited grievance procedure:

- a. The RTA shall have the right to file a single, class action grievance pursuant to Section 14.6(h) of the collective bargaining agreement to challenge the District's compliance with the negotiated APPR appeals process.
- b. Such grievance shall be filed as a class action grievance no later than January 31st and shall identify each teacher who is part of the class. Only teachers specifically identified shall be members of the class.
- c. The District shall hear the class action grievance no later than February 7 and respond no later than February 15. The District's failure to hear the grievance and/or issue a response within the agreed upon timeframe shall permit the RTA to proceed to the next stage.
- d. If the RTA is not satisfied with the District's response, it shall file a demand for arbitration within 5 school days of its receipt of the District's class action decision.
- e. Upon demand for arbitration, the District and RTA shall mutually select an arbitrator to hear the class grievance, who shall be required to hear the grievance no later than March 31st.

27. The District and RTA shall develop forms for teachers to appeal their APPR ratings.

28. The Appeals Process set forth in this Agreement shall be timely and expeditious as required by Education Law § 3012-c.

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.

Administrators and peer reviewers were required to take in 2013-14 a 15 hour on-line training course or training on the use of the Teachscape Rubric and were required to take and pass a test at the end of the course prior evaluating any teacher.

Review training will be scheduled with administrators which will include multiple reviews of rubrics with the administrators during monthly principals meetings.

In the 2014-15 and 2015-16 school year, all principals will engage in a multi-day training on the Teachscape rubric. Participants will submit observations for reflection and feedback. Calibration walks will be conducted for inter-rater reliability.

Additionally, the District is scheduled to conduct a joint presentation on the APPR for teachers with the RTA and District Administrators. The Career in Teaching Office continually conducts training for peer reviewers.

District will certify and recertify evaluators on a periodic basis. All new evaluators would receive training on the 9 elements in the 30-2 of the Regents rules.

6.5) Assurances -- Evaluators

Please check the boxes below:

Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring

ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

7. Growth on State Assessments or Comparable Measures (Principals)

Created: 09/18/2013

Last updated: 04/21/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

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

	7-8
	K - 6
	K - 8
	7 - 12
	9 - 12
	K - 12
	(No response)

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K - 2	District, regional, or BOCES-developed	RCSD ELA and Math locally developed measures
	9-12 School Without Walls	District, regional, or BOCES-developed	Consortium developed course specific assessments
	9-12 School Without Walls	State assessment	ELA Regents

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>HEDI scores will be assigned based upon the percentage of individual student growth targets that are met in the building. Baseline data will be used to set targets. Post test results will be collected for all students. The the growth score will be weighted proportionately based on the number of students within each SLO and will be used to calculate a final growth score for the principal. HEDI ratings will be generated using Principal Appendix A of this document.</p> <p>Teachers and principals will collaboratively set targets. District administration will approve the targets.</p> <p>The District will be administering both the NYS Common Core and the Comprehensive English Regents exams. The higher of the two scores will be used to determine if targets are met.</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A principal will be rated highly effective if 85 - 100 percent of students are meeting expected growth target. This is above the district goal.

Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 09/18/2013

Last updated: 05/22/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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 assessments in 4 - 6 Common Core Math and ELA
	K - 8	(d) measures used by district for teacher evaluation	NYS assessments in 4 - 8 Common Core Math and ELA
	7 - 12	(d) measures used by district for teacher evaluation	NYS Regents examinations in Integrated Algebra, Global Studies, American History, Living Environment, and English Language Arts
	9 - 12	(d) measures used by district for teacher evaluation	NYS Regents examinations in Integrated Algebra, Global Studies, American History, Living Environment, and English Language Arts
	K - 12	(d) measures used by district for teacher evaluation	NYS assessments in 4 - 8 Common Core Math and ELA and NYS Regents examinations in Integrated Algebra, Global Studies, American History, Living Environment, and English Language Arts
	7-8	(d) measures used by district for teacher evaluation	NYS assessments in 7-8 Common Core ELA and Math

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See upload 14-15 Principal All Appendix The District will be administering both the NYS Common Core and the Comprehensive English Regents exams. The higher of the two scores will be used to determine if targets are met. The District will be administering both the NYS Common Core and the Integrated Algebra Regents exams. The higher of the two scores will be used to determine if targets are met.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 8.1.

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. \(MS Word \)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/642337-8o9AH60arN/appr_8_1_attachmentthedi_24312263-14-15%20Principal%20All%20Appendix.pdf

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/642337-qBFVOWF7fC/14-15%20Principal%20All%20Appendix.pdf>

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

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

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

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
	K - 2	(d) measures used by district for teacher evaluation	Rochester City School District Developed Assessments for K - 2 math and ELA
	9-12 (School Without Walls)	(d) measures used by district for teacher evaluation	NYS ELA Regents Exams

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See upload 14-15 Principal All Appendix For Common Core Algebra courses, the district will be administering both the NYS Common Core and the NYS Integrated Algebra Examinations. For Common Core Geometry courses, the district will be administering both the NYS Common Core and the NYS Geometry 2005 Examinations. The district will utilize the higher of the two scores for this purpose. The District will be administering both the NYS Common Core and the Comprehensive English Regents exams. The higher of the two scores will be used to determine if targets are met. For K-2 HEDI points will be based on the percent of students meeting proficiency (a score of 6 or higher on a 1-9 scale) on a locally developed measure.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals who achieve between 85 - 100 percent of targets will be considered Highly Effective. This is above the district standard.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals who achieve between 65 - 84 percent of targets will be considered Effective. This is the district standard.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals who achieve between 41 and 64 percent of targets will be considered developing. This is below the district standard.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals who achieve between 0 and 40 percent of targets will be considered ineffective. This does not meet the district standard.

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/642337-pi29aiX4bL/appr_8_2_attachmenthed_i_24312263-14-15%20Principal%20All%20Appendix.pdf

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/642337-T8MIGWUVm1/14-15%20Principal%20All%20Appendix.pdf>

8.3) Locally Developed Controls

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

there are no locally developed adjustment or controls in this agreement

8.4) Principals with More Than One Locally Selected Measure

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

See attachment

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check

Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created: 09/18/2013

Last updated: 04/21/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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9.1) Principal Practice Rubric

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

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

Rubric	Multidimensional Principal Performance Rubric
Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 9.2. \(MS Word\)](#)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Each dimension of the Multidimensional domain shall be rated using the HEDI criteria which shall be converted to a four point scale: Highly Effective = 4 points, Effective = 3 points, Developing = 2 points, and Ineffective = 1 points. The dimension scores shall be averaged to determine a rubric score which shall be converted to a HEDI rating and points pursuant to the attached chart.

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.

<https://www.nysed.gov/nypr2/fluidreview.com/media/assets/survey-uploads/12205/642310-pMADJ4gk6R/Principal%20Other%20Measures%20Chart%20Appendix%20C%20%20%20final%2011%208%202013.docx>

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

Highly Effective: Overall performance and results exceed standards.	Principals who receive a rubric score of 3.51 or higher on the MPPR rubric will be rated highly effective. This exceeds district standards.
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Effective: Overall performance and results meet standards.	Principals who receive a rubric score of 2.51 - 3.50 on the MPPR rubric will be rated effective. This meets district standards.
Developing: Overall performance and results need improvement in order to meet standards.	Principals who receive 1.55 - 2.50 on the MPPR rubric will be rated developing. This result needs improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Principals who receive 1.54 or less on the MRRP rubric will be rated ineffective. This result does not meet district standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	55 - 56
Ineffective	0 - 54

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created: 09/18/2013

Last updated: 03/17/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

Highly Effective	59 - 60
Effective	58 - 57
Developing	55 - 56
Ineffective	0 - 54

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

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

11. Additional Requirements - Principals

Created: 09/18/2013

Last updated: 04/06/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/642321-Df0w3Xx5v6/Principal Improvement Plan Rochester City School Distric.doc](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/642321-Df0w3Xx5v6/Principal%20Improvement%20Plan%20Rochester%20City%20School%20Distric.doc)

11.3) Appeals Process

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

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

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

A Principal whose APPR rating is Developing or Ineffective or whose rating on the Local Measures and/or Other Measures subcomponents actually affects eligibility for the TIF incentive shall have the right to appeal the substance of the APPR, the District's adherence to the standards and methodologies required for the review pursuant to Education Law § 3012-c, compliance with the

Commissioner's regulations or this Agreement, and/or the issuance or implementation of a Principal improvement plan. An appeal of the issuance of an improvement plan shall not delay the implementation of such plan.

Such appeal shall be made to the Superintendent or his designee within 15 school days of a Principal's receipt of the Composite Score or the issuance or implementation of a PIP, upon any written documentation the Principal wishes to present. Appeals shall be heard by a three-member panel, with one member selected by the District, one by ASAR, and one mutually selected. A determination of the appeal shall be made within 30 school days of its submission to the Superintendent. The parties agree that they shall develop a list of candidates to serve as the third panel member no later than January 1, of the year that the agreement is in place.

The lead evaluator shall have the opportunity to submit any written documentation in support of the evaluation to the Panel. At the Principal's discretion, the Panel may interview the lead evaluator and/or the Principal. The Principal shall be entitled to union representation at such interview. The determination of the Panel with regard to the evaluation appeal shall be final and such determination shall not be subject to the grievance and arbitration procedures in the parties' collective bargaining agreement.

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.

Three to six District Administrators may evaluate building principals. These administrators include the four School Chiefs, who have the primary responsibility for principal evaluation, the Deputy Superintendent for Teaching and Learning, the Deputy Superintendent for Administration.

Any administrator who evaluates building principals shall receive training in the Multidimensional Rubric. Training shall be conducted by a Rochester City School District administrator who is trained in ISLLC standards in combination with training from Learner-Centered Initiatives (LCI). A 5-hour initial certification shall occur in the first year for each evaluator and then a 3-hour recertification shall occur each subsequent year for that evaluator. Group discussions between evaluators and a Rochester City School District Deputy Superintendent will ensure inter-rater reliability. All new evaluators will receive training that addresses the nine required elements found in section 30-2 of the Rules of the Board of Regents.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

Checked

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

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

(3) application and use of the student growth percentile model and the value-added growth model as defined in

section 30-2.2 of this Subpart

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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11.6) Assurances -- Principals

Please check all of the boxes below:

Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created: 09/18/2013

Last updated: 06/16/2015

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12.1) Upload the Joint Certification of the APPR Plan

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

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/642388-3Uqgn5g9lu/RCSD%20Signatures%20June%202015.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/642388-3Uqgn5g9lu/RCSD%20Signatures%20June%202015.pdf</a>
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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.

Rochester City School District State Growth Score Chart for Student Learning Objectives

APPENDIX A

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Chart 1 - Local 20% Measures

The following assessments shall be used for the Local Measures subcomponent:

Grade/Subject Area	Assessment	School wide measure based on
All grades and subject areas within K-6, 7-8 and K-8 schools	Group Measure based upon the New York State 4-8 Math and ELA Assessments	Average of building growth as demonstrated by increase in year to year comparison of students on proficiency bands from previous year NYS ELA and mathematics assessment to the current year NYS 4 -8 ELA and mathematics assessments. Level 1: Low, Mid High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (*Explained in Chart 2 below)
All grades and subjects areas within 7-12 and 9-12 schools	Group measure based upon the combined score from New York State Regents Examinations for Integrated Algebra I, Comprehensive ELA, Living Environment, Global History, and American History	Change in average Regents score from previous year to the current year Regents Assessments based on First time test takers Second time test takers Multiple time test takers
All grades and subject areas within K-2 schools	Group measure based upon locally developed measures	N/A
K – 12 School (School 58)	50% Group measure based upon the New York State 4 - 8 Math and ELA Assessments 50% Group Measure based on upon the combined score from New York State Regents Examinations for Integrated Algebra I, Comprehensive ELA, Living Environment, Global History, and American History	Average of building growth as demonstrated by increase in year to year comparison of students on proficiency bands from previous year NYS ELA and mathematics assessment to the current year NYS 4-8 ELA and mathematics assessments. Level 1: Low, Mid High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (*Explained in Chart 2 below)

		Change in average Regents score from previous year to the current year Regents Assessments based on First time test takers Second time test takers Multiple time test takers
--	--	---

For K-2 schools, individual student targets shall be established by locally developed measures. The group HEDI score will be assigned based upon the percentage of students meeting proficiency as set forth in Appendix B. Please note that only assessments in a given building will be used to assign points to teachers in that building.

For K-6 and K-8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student’s increase in both content knowledge and level of competency as demonstrated by movement from one proficiency band to a higher proficiency band (i.e. moving from a Mid-Level II on the Grade 3 ELA to a High Level II on the Grade 4 ELA– see chart 2) as compared to the prior grade level assessment. The percent increase in proficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B. Please note that only assessments in a given building will be used to assign points to teachers in that building

For 7-12 and 9-12 schools, the group HEDI score shall be based upon the increase in student proficiency in the five NYS Regents examinations listed in the chart above. For purposes of this paragraph, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B. The final HEDI rating for the school shall be the average HEDI points awarded. Please note that only assessments in a given building will be used to assign points to teachers in that building

For K- 12 Schools, the group HEDI score shall be 50% based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student’s increase in both content knowledge and level of competency as demonstrated by on the movement from one proficiency band to a higher proficiency band (i.e. moving from a Mid-Level II on the Grade 3 ELA to a High Level II on the Grade 4 ELA– see chart 2) as compared to a prior assessment. The percent increase in proficiency shall be based upon the total student number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. See Appendix B

The remaining 50% shall be based on the increase in student proficiency in the five NYS Regents examinations listed above. For purposes of this, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and proficiency band based upon the table in Appendix B. 50% of the final HEDI rating for the school shall be the average HEDI points awarded. Please note that only assessments in a given building will be used to assign points to teachers in that building.

APPENDIX A

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Chart 2:

Explanation of Low / Mid/ High at Each Level

English Language Arts 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 ELA</i>	148 - 200	201 - 260	261 - 290	291 - 300	301 - 309	310 - 319	320 - 333	334 - 346	347 - 357	358-380	381 - 405	406-423
<i>Grade 4 ELA</i>	139 - 189	190-245	246-286	287 - 298	299- 309	310-319	320-327	328-334	335-342	343-366	367-387	388-412
<i>Grade 5 ELA</i>	116-165	166-226	227-288	289-299	300-309	310-319	320-328	329-339	340 - 345	346-372	373-399	400-425
<i>Grade 6 ELA</i>	112-169	170-244	245-282	283-293	294-305	306-319	320-325	326 -331	332-337	338 - 364	365 - 390	391-412
<i>Grade 7 ELA</i>	103 - 165	166- 225	226 - 286	287 - 297	298-308	309-317	318-327	328-338	339 - 346	347 - 369	370 - 395	396-413
<i>Grade 8 ELA</i>	100- 160	161-220	221 - 283	284- 294	295-305	306-315	316 - 325	326-334	335-342	343- 369	370- 405	406-417

Mathematics 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 Math</i>	139 - 187	188 - 234	235-284	285-294	295-300	301-313	314-320	321-330	331-339	340-358	359-377	378-394
<i>Grade 4 Math</i>	126-175	176-231	232-282	283-292	293-300	301-313	314-324	325-331	332-340	341-361	362-382	383-402
<i>Grade 5 Math</i>	126-182	183-245	246-293	294-304	305-309	310-318	319-327	328-335	336-345	346 - 366	367-387	388-406
<i>Grade 6 Math</i>	119-184	185-231	232-283	284-292	293-305	306-317	318-322	323-331	332-339	340-359	360-379	380-399
<i>Grade 7 Math</i>	133-187	188-234	235-292	293-302	303-311	312-321	322-330	331-338	339-347	348-365	366-383	384-401
<i>Grade 8 Math</i>	119-183	184-232	233-286	287-296	297-308	309-321	322-329	330-339	340-348	349-367	368-386	387-403

Proficiency bands are described above for the previous year NYS 3 – 8 math and ELA examinations. Bands are separated by approximately 1/3 of each level. If the scale of the tests changed year to year the same mathematical formula would be used to calculate the proficiency bands (in other words the bands from year to year are not scale dependent). Each student has a score placed in one of the above proficiency bands for both math and ELA. The group growth score is determined by the average growth as demonstrated by increase in a year to year comparison of students on proficiency bands from previous year. A student moving up in the proficiency band on the subsequent years test would show growth in content and competency. (i.e. A student at a Low Level II in Grade 3 ELA and a Mid Level II in Grade 4 ELA would need to grow sufficiently to learn the Grade 4 content at the higher proficiency level. A student who grew sufficiently in content to remain at the same proficiency level from year to year would not move up on the chart.) The building growth measure would be calculated based on this. All teachers in a building would get a HEDI score based on Appendix B (with no VAM) or Appendix C (with VAM). Please note that only assessments in a given building will be used to assign points to teachers in that building

Chart 3:

Illustrious Example of Change of Average Regents Score (1st time test takers, 2nd time test takers and multiple time test takers).

School Name	Examination	Average Test Score in building 12 - 13	Proficiency Band	Number of Students Represented
High School A	Regents ELA	66.93	1st time test takers	152
High School A	Regents ELA	68.92	2nd time test takers	37
High School A	Regents ELA	59.29	Multiple time test takers	24
High School A	Regents US History&Gov't	68.27	1st time test takers	98
High School A	Regents US History&Gov't	65.03	2nd time test takers	66
High School A	Regents US History&Gov't	63.97	Multiple time test takers	33
High School A	Regents Living Environment	66.62	1st time test takers	155
High School A	Regents Living Environment	63.42	2nd time test takers	67
High School A	Regents Living Environment	59.29	Multiple time test takers	55
High School A	Regents Global History	60.62	1st time test takers	137
High School A	Regents Global History	57.34	2nd time test takers	79
High School A	Regents Global History	62.12	Multiple time test takers	106
High School A	Regents Integrated Algebra	65.39	1st time test takers	121
High School A	Regents Integrated Algebra	65.28	2nd time test takers	134
High School A	Regents Integrated Algebra	63.27	Multiple time test takers	124

The local measure (school wide measure) will be calculated based on the change of the Average Regents Score (see above) from year to year. The proficiency bands for this purpose will be 1st time test takers, 2nd time test takers, and multiple time test takers (student's highest test score will be utilized for this purpose). The group measure will be calculated by the rate of change in average score from year to year as applied to Appendix B (when VAM are not utilized) and Appendix C (when VAM are utilized). Averages for each proficiency band (as described above) will be averaged. The final average will be utilized to calculate the HEDI Score. The Rochester City School District will give both the NYS Integrated Algebra and the NYS Common Core Algebra I assessment. For the purposes of local measures the NYS Regents in Integrated Algebra assessment will be utilized. The Rochester City School District will give both the NYS Comprehensive Regents exam in English Language Arts and the NYS Common Core Assessment in Language Arts. For the purposes of local measures the NYS Comprehensive English Language Arts Regents examination will be utilized. Once the NYS Comprehensive English Language Arts and Algebra I examinations are phased out, common core assessments will be utilized for the purposes of local measures. Please note that only assessments in a given building will be used to assign points to teachers in that building.

Appendix B
Local Measures for all teachers not covered by VAM

HEDI Points	% +/- Proficiency
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-3.1 to -4.0
5	-2.1 to -3.0
6	-1.1 to -2.0
7	-0.1 to -1.0
8	0
Effective	
9	0.1 to 0.6
10	0.7 to 1.2
11	1.3 to 1.8
12	1.9 to 2.4
13	2.5 to 2.9
14	3.0 to 3.4
15	3.5 to 3.9
16	4.0 to 4.4
17	4.5 to 4.9
Highly Effective	
18	5.0-5.4
19	5.5-5.9
20	6.0 and greater

Appendix C

Local Measures for all teachers covered by VAM

HEDI Points	% +/- Proficiency
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-3.5 to -4.0
5	-1.5 to -3.4
6	-1.0 to -1.4
7	0 to -0.9
Effective	
8	0.1 – 1.4
9	1.5 – 2.9
10	3.0 to 3.4
11	3.5 to 3.9
12	4.0 to 4.4
13	4.5 – 4.9
Highly Effective	
14	5.0-5.7
15	5.8 and greater

Process for describing HEDI categories:

School wide measures, will be used as described as above for all teachers in a given building. These are school wide goals. When value added measures are utilized by NYSED Appendix C will be used for calculating 4 – 8 ELA and math teachers or common branch teachers scores. When VAM are not utilized Appendix B will be used to calculate school wide measures. School wide measures will be calculated as identified in the Chart 1 above. The Rochester City School District will give both the NYS Integrated Algebra and the NYS Common Core Algebra I assessment. For the purposes of local measures the NYS Regents in Integrated Algebra assessment will be utilized. The Rochester City School District will give both the NYS Comprehensive Regents Examination in English Language Arts Regents and the NYS Common Core Assessment in Language Arts. For the purposes of local measures the NYS Comprehensive English Language Arts Regents examination will be utilized. Once the NYS Comprehensive Regents Examination in English Language Arts and Integrated Algebra I examinations are phased out, common core assessments will be utilized for the purposes of local measures.

HEDI Descriptions for Local Measures:

Highly Effective: Schools who have an average growth calculation of 5.0 or greater or 85% or greater of students meeting targets will be rated as highly effective (18 – 20 where no VAM exists or 14 – 15 where VAM is applied). This is well above district goals.

Effective: Schools who have an average growth calculation between .1 and 4.9 or 65%-84% of students meeting targets will be rated as effective (9 – 17 where no VAM exists or 8 – 13 where VAM is applied). This is the district goal.

Developing: Schools who have an average growth calculation between 0 and -5.0 or 41%-64% of students meeting targets will be rated as developing (3 – 8 where no VAM exists or 3 – 7 where VAM is applied). This is below district goals.

Ineffective: Schools who have an average growth calculation between -5.1 or lower or 0% - 40% of students meeting targets will be rated as ineffective (0 – 2 where no VAM exists or 0 – 2 where VAM is applied). This is well below district goals.

Chart 1 - Local 20% Measures

The following assessments shall be used for the Local Measures subcomponent:

Grade/Subject Area	Assessment	School wide measure based on
All grades and subject areas within K-6, 7-8 and K-8 schools	Group Measure based upon the New York State 4-8 Math and ELA Assessments	Average of building growth as demonstrated by increase in year to year comparison of students on proficiency bands from previous year NYS ELA and mathematics assessment to the current year NYS 4 -8 ELA and mathematics assessments. Level 1: Low, Mid High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (*Explained in Chart 2 below)
All grades and subjects areas within 7-12 and 9-12 schools	Group measure based upon the combined score from New York State Regents Examinations for Integrated Algebra I, Comprehensive ELA, Living Environment, Global History, and American History	Change in average Regents score from previous year to the current year Regents Assessments based on First time test takers Second time test takers Multiple time test takers
All grades and subject areas within K-2 schools	Group measure based upon locally developed measures	N/A
K – 12 School (School 58)	50% Group measure based upon the New York State 4 - 8 Math and ELA Assessments 50% Group Measure based on upon the combined score from New York State Regents Examinations for Integrated Algebra I, Comprehensive ELA, Living Environment, Global History, and American History	Average of building growth as demonstrated by increase in year to year comparison of students on proficiency bands from previous year NYS ELA and mathematics assessment to the current year NYS 4-8 ELA and mathematics assessments. Level 1: Low, Mid High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (*Explained in Chart 2 below)

		Change in average Regents score from previous year to the current year Regents Assessments based on First time test takers Second time test takers Multiple time test takers
--	--	---

For K-2 schools, individual student targets shall be established by locally developed measures. The group HEDI score will be assigned based upon the percentage of students meeting proficiency as set forth in Appendix B. Please note that only assessments in a given building will be used to assign points to teachers in that building.

For K-6 and K-8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student's increase in both content knowledge and level of competency as demonstrated by movement from one proficiency band to a higher proficiency band (i.e. moving from a Mid-Level II on the Grade 3 ELA to a High Level II on the Grade 4 ELA— see chart 2) as compared to the prior grade level assessment. The percent increase in proficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B. Please note that only assessments in a given building will be used to assign points to teachers in that building

For 7-12 and 9-12 schools, the group HEDI score shall be based upon the increase in student proficiency in the five NYS Regents examinations listed in the chart above. For purposes of this paragraph, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B. The final HEDI rating for the school shall be the average HEDI points awarded. Please note that only assessments in a given building will be used to assign points to teachers in that building

For K- 12 Schools, the group HEDI score shall be 50% based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student's increase in both content knowledge and level of competency as demonstrated by on the movement from one proficiency band to a higher proficiency band (i.e. moving from a Mid-Level II on the Grade 3 ELA to a High Level II on the Grade 4 ELA— see chart 2) as compared to a prior assessment. The percent increase in proficiency shall be based upon the total student number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. See Appendix B

The remaining 50% shall be based on the increase in student proficiency in the five NYS Regents examinations listed above. For purposes of this, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and proficiency band based upon the table in Appendix B. 50% of the final HEDI rating for the school shall be the average HEDI points awarded. Please note that only assessments in a given building will be used to assign points to teachers in that building.

APPENDIX A

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Chart 2:

Explanation of Low / Mid/ High at Each Level

English Language Arts 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 ELA</i>	148 - 200	201 - 260	261 - 290	291 - 300	301 - 309	310 - 319	320 - 333	334 - 346	347 - 357	358-380	381 - 405	406-423
<i>Grade 4 ELA</i>	139 - 189	190-245	246-286	287 - 298	299- 309	310-319	320-327	328-334	335-342	343-366	367-387	388-412
<i>Grade 5 ELA</i>	116-165	166-226	227-288	289-299	300-309	310-319	320-328	329-339	340 - 345	346-372	373-399	400-425
<i>Grade 6 ELA</i>	112-169	170-244	245-282	283-293	294-305	306-319	320-325	326 -331	332-337	338 - 364	365 - 390	391-412
<i>Grade 7 ELA</i>	103 - 165	166- 225	226 - 286	287 - 297	298-308	309-317	318-327	328-338	339 - 346	347 - 369	370 - 395	396-413
<i>Grade 8 ELA</i>	100- 160	161-220	221 - 283	284- 294	295-305	306-315	316 - 325	326-334	335-342	343- 369	370- 405	406-417

Mathematics 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 Math</i>	139 - 187	188 - 234	235-284	285-294	295-300	301-313	314-320	321-330	331-339	340-358	359-377	378-394
<i>Grade 4 Math</i>	126-175	176-231	232-282	283-292	293-300	301-313	314-324	325-331	332-340	341-361	362-382	383-402
<i>Grade 5 Math</i>	126-182	183-245	246-293	294-304	305-309	310-318	319-327	328-335	336-345	346 - 366	367-387	388-406
<i>Grade 6 Math</i>	119-184	185-231	232-283	284-292	293-305	306-317	318-322	323-331	332-339	340-359	360-379	380-399
<i>Grade 7 Math</i>	133-187	188-234	235-292	293-302	303-311	312-321	322-330	331-338	339-347	348-365	366-383	384-401
<i>Grade 8 Math</i>	119-183	184-232	233-286	287-296	297-308	309-321	322-329	330-339	340-348	349-367	368-386	387-403

Proficiency bands are described above for the previous year NYS 3 – 8 math and ELA examinations. Bands are separated by approximately 1/3 of each level. If the scale of the tests changed year to year the same mathematical formula would be used to calculate the proficiency bands (in other words the bands from year to year are not scale dependent). Each student has a score placed in one of the above proficiency bands for both math and ELA. The group growth score is determined by the average growth as demonstrated by increase in a year to year comparison of students on proficiency bands from previous year. A student moving up in the proficiency band on the subsequent years test would show growth in content and competency. (i.e. A student at a Low Level II in Grade 3 ELA and a Mid Level II in Grade 4 ELA would need to grow sufficiently to learn the Grade 4 content at the higher proficiency level. A student who grew sufficiently in content to remain at the same proficiency level from year to year would not move up on the chart.) The building growth measure would be calculated based on this. All teachers in a building would get a HEDI score based on Appendix B (with no VAM) or Appendix C (with VAM). Please note that only assessments in a given building will be used to assign points to teachers in that building

Chart 3:

Illustrious Example of Change of Average Regents Score (1st time test takers, 2nd time test takers and multiple time test takers).

School Name	Examination	Average Test Score in building 12 - 13	Proficiency Band	Number of Students Represented
High School A	Regents ELA	66.93	1st time test takers	152
High School A	Regents ELA	68.92	2nd time test takers	37
High School A	Regents ELA	59.29	Multiple time test takers	24
High School A	Regents US History&Gov't	68.27	1st time test takers	98
High School A	Regents US History&Gov't	65.03	2nd time test takers	66
High School A	Regents US History&Gov't	63.97	Multiple time test takers	33
High School A	Regents Living Environment	66.62	1st time test takers	155
High School A	Regents Living Environment	63.42	2nd time test takers	67
High School A	Regents Living Environment	59.29	Multiple time test takers	55
High School A	Regents Global History	60.62	1st time test takers	137
High School A	Regents Global History	57.34	2nd time test takers	79
High School A	Regents Global History	62.12	Multiple time test takers	106
High School A	Regents Integrated Algebra	65.39	1st time test takers	121
High School A	Regents Integrated Algebra	65.28	2nd time test takers	134
High School A	Regents Integrated Algebra	63.27	Multiple time test takers	124

The local measure (school wide measure) will be calculated based on the change of the Average Regents Score (see above) from year to year. The proficiency bands for this purpose will be 1st time test takers, 2nd time test takers, and multiple time test takers (student's highest test score will be utilized for this purpose). The group measure will be calculated by the rate of change in average score from year to year as applied to Appendix B (when VAM are not utilized) and Appendix C (when VAM are utilized). Averages for each proficiency band (as described above) will be averaged. The final average will be utilized to calculate the HEDI Score. The Rochester City School District will give both the NYS Integrated Algebra and the NYS Common Core Algebra I assessment. For the purposes of local measures the NYS Regents in Integrated Algebra assessment will be utilized. The Rochester City School District will give both the NYS Comprehensive Regents exam in English Language Arts and the NYS Common Core Assessment in Language Arts. For the purposes of local measures the NYS Comprehensive English Language Arts Regents examination will be utilized. Once the NYS Comprehensive English Language Arts and Algebra I examinations are phased out, common core assessments will be utilized for the purposes of local measures. Please note that only assessments in a given building will be used to assign points to teachers in that building.

Appendix B
Local Measures for all teachers not covered by VAM

HEDI Points	% +/- Proficiency
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-3.1 to -4.0
5	-2.1 to -3.0
6	-1.1 to -2.0
7	-0.1 to -1.0
8	0
Effective	
9	0.1 to 0.6
10	0.7 to 1.2
11	1.3 to 1.8
12	1.9 to 2.4
13	2.5 to 2.9
14	3.0 to 3.4
15	3.5 to 3.9
16	4.0 to 4.4
17	4.5 to 4.9
Highly Effective	
18	5.0-5.4
19	5.5-5.9
20	6.0 and greater

Appendix C

Local Measures for all teachers covered by VAM

HEDI Points	% +/- Proficiency
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-3.5 to -4.0
5	-1.5 to -3.4
6	-1.0 to -1.4
7	0 to -0.9
Effective	
8	0.1 – 1.4
9	1.5 – 2.9
10	3.0 to 3.4
11	3.5 to 3.9
12	4.0 to 4.4
13	4.5 – 4.9
Highly Effective	
14	5.0-5.7
15	5.8 and greater

Process for describing HEDI categories:

School wide measures, will be used as described as above for all teachers in a given building. These are school wide goals. When value added measures are utilized by NYSED Appendix C will be used for calculating 4 – 8 ELA and math teachers or common branch teachers scores. When VAM are not utilized Appendix B will be used to calculate school wide measures. School wide measures will be calculated as identified in the Chart 1 above. The Rochester City School District will give both the NYS Integrated Algebra and the NYS Common Core Algebra I assessment. For the purposes of local measures the NYS Regents in Integrated Algebra assessment will be utilized. The Rochester City School District will give both the NYS Comprehensive Regents Examination in English Language Arts Regents and the NYS Common Core Assessment in Language Arts. For the purposes of local measures the NYS Comprehensive English Language Arts Regents examination will be utilized. Once the NYS Comprehensive Regents Examination in English Language Arts and Integrated Algebra I examinations are phased out, common core assessments will be utilized for the purposes of local measures.

HEDI Descriptions for Local Measures:

Highly Effective: Schools who have an average growth calculation of 5.0 or greater or 85% or greater of students meeting targets will be rated as highly effective (18 – 20 where no VAM exists or 14 – 15 where VAM is applied). This is well above district goals.

Effective: Schools who have an average growth calculation between .1 and 4.9 or 65%-84% of students meeting targets will be rated as effective (9 – 17 where no VAM exists or 8 – 13 where VAM is applied). This is the district goal.

Developing: Schools who have an average growth calculation between 0 and -5.0 or 41%-64% of students meeting targets will be rated as developing (3 – 8 where no VAM exists or 3 – 7 where VAM is applied). This is below district goals.

Ineffective: Schools who have an average growth calculation between -5.1 or lower or 0% - 40% of students meeting targets will be rated as ineffective (0 – 2 where no VAM exists or 0 – 2 where VAM is applied). This is well below district goals.

Form 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.

Teachers not choosing Peer Review or Structured Review:

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

Teachers choosing PART (structured review)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

Examples of Calculation of TEACHSCAPE Rubric Subcomponent Scores

1. 60 points by Principal/Trained Administrator

Assessment of Teacher Effectiveness	Results in Observable Domains	Results in Evidence Domains
Domain		
Domain 1 Planning & Preparation		2.4
Domain 2 Classroom Environment	3.1	
Domain 3 Instruction	2.6	
Domain 4 Professional Responsibilities		2.1
	Observation (Domain 2 + Domain 3)	Evidence (Domain 1 + Domain 4)
Compute Averages	$(3.1+2.6)/2=2.85$	$(2.4+2.1)/2=2.25$
Compute weighted scores*	51% of 2.85=1.454	49% of 2.25=1.103
Sum of weighted scores	1.45+1.10=2.557 ** <i>(see task 4 chart 1 below)</i>	
HEDI Rating	57 (Effective)	

*at least a majority of the 60 points shall be based on multiple classroom observations

2. 31 Points based upon multiple observations by Principal/Trained Administrator 29 Points including multiple observations Peer Review

	Admin/Trained Admin	Admin/Trained Admin	Peer Review
Assessment of Teacher Effectiveness	Results in Observable Domains	Results in Evidence Domains	
Domain 1 Planning & Preparation		2.4	
Domain 2 Classroom Environment	3.1		2.9
Domain 3 Instruction	2.6		3.0
Domain 4 Professional Responsibilities		2.1	
	Observation (Domain 2 + Domain 3)	Evidence + Peer Review (Domain 1 + Domain 4+ Domain 2 + Domain 3)	
Compute Averages	$(3.1+2.6)/2=2.85$		$(2.4+2.1+2.9+3.0)/4=2.60$
Compute weighted scores*	51% of 2.85=1.454		49% of 2.60=1.274
Sum of Admin observation and Evidence / Peer Review	1.45+1.27=2.728 ** <i>(see task 4 chart 1 below)</i>		
HEDI Rating	57 (Effective)		

3. 31 Points by Principal/Trained Administrator
29 Points including PART

	Admin/Trained Admin	Admin/Trained Admin	PART
Assessment of Teacher Effectiveness	Results in Observable Domains	Results in Evidence Domains	
Domain 1 Planning & Preparation		2.4	
Domain 2 Classroom Environment	3.1		
Domain 3 Instruction	2.6		
Domain 4 Professional Responsibilities		2.1	
PART Rubric Score			2.5
	Observation (Domain 2 + Domain 3)	Evidence (Domain 1 + Domain 4 + PART)	
Compute Averages	$(3.1+2.6)/2=2.85$		$(2.4+2.1+2.5)/3=2.33$
Compute weighted scores*	51% of 2.85=1.454		49% of 2.33=1.142
Sum of Admin observation and Evidence / PART	1.45+1.13=2.596** (see task 4 chart 1 below)		
HEDI Rating	57 (Effective)		

**Task 4 Chart 1:
Rubric Score to Subcomponent Conversion Chart**

Total Average Rubric Score	Conversion score for subcomponent
Ineffective	
1.000	0
1.007	1
1.015	2
1.022	3
1.030	4
1.037	5
1.044	6
1.052	7
1.059	8
1.067	9

1.074	10
1.081	11
1.089	12
1.096	13
1.104	14
1.111	15
1.119	16
1.126	17
1.133	18
1.141	19
1.148	20
1.156	21
1.163	22
1.170	23
1.178	24
1.185	25
1.193	26
1.200	27
1.207	28
1.215	29
1.222	30
1.230	31
1.237	32
1.244	33
1.252	34
1.259	35
1.267	36
1.274	37
1.281	38
1.289	39
1.296	40
1.304	41
1.311	42
1.319	43
1.326	44
1.333	45
1.341	46

1.348	47
1.356	48
1.363	49
1.370	50
1.378	51
1.385	52
1.393	53
1.400	54
Developing	
1.500-2.000	55
2.001-2.500	56
Effective	
2.501-3.000	57
3.001-3.500	58
Highly Effective	
3.501-3.750	59
3.751-4.000	60

TEACHER IMPROVEMENT PLAN (TIP)

CAREER LEVEL

- Intern
- Resident
- Professional
- Tenured
- Other _____

STATUS

- Contract Substitute
- 1st Year Probationer
- 2nd Year Probationer
- 3rd Year Probationer

DATE FINAL EVALUATION CONDUCTED:

The NYS Commissioner’s Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective should receive a Teacher Improvement Plan. A TIP should be developed in consultation with the teacher and union representation shall be afforded at the teacher’s request. A TIP is not a disciplinary action. At the end of ___ months, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: _____ Certification Area: _____

Observation Date: _____ Position: _____

Observer: _____ School/Location _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

- Planning and Preparation**
 Learning Environment
 Instructional Practice
 Professional Responsibilities

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher’s improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to support improvement	How will the improvement be assessed?	Timeline

Signature of Teacher: _____

Date: _____

Signature of Administrator: _____

Date: _____

Xc: Teacher File

revised June 2011

Appendix A

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Local 20% Measure – Principals

The following assessments will be used for the local measures component:

Grade/Subject Area	Assessment	Proficiency Band
All grades and subject areas within K-6, 7-8, and K-8 schools	Group goal based upon the New York State 4-8 Math and ELA Assessments	Level 1: Low, Mid, High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2)
All grades and subject areas within 7-12 and 9-12 schools.	Group goal based upon the combined score from the New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	First time test takers Second time test takers Multiple time test takers (Explained in Chart 3)
All grades and subject areas within schools for which no scores are provided for (1) New York State 4-8 Math and ELA Assessments or (2) New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	Group goal based upon locally developed measures	N/A
K – 12 School (School 58)	Group goal based on the growth in scaled score (proficiency) on the NYS 4 – 8 Math and ELA examinations will account for 50% of score. A HEDI rating will be computed for this portion of the score. Group goal based on growth targets (average score) on the New York State Regents Examinations for Algebra I	Level 1: Low, Mid High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2) First time test takers Second time test takers Multiple time test takers (explained in Chart 3) Scores will be averaged

	<p>Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government will account for 50% of the Principal's score. A HEDI rating will be computed for this portion of the score.</p> <p>The final HEDI rating will be the average (equal) of the two HEDI ratings assigned.</p>	<p>equally to determine the final score.</p>
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For K-6, K-8 and 7-8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student's movement from one Proficiency Band to a higher Proficiency Band (i.e. moving from a mid-level 2 to a high-level 2) as compared to a prior assessment. The percent increase in efficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B.

For 7-12 and 9-12 schools, the group HEDI score shall be based upon the increase in student proficiency in the five NYS Regents examinations listed in paragraph 8 above. For purposes of this paragraph, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B. The final HEDI rating for the school shall be the average HEDI points awarded.

The percent increase in efficiency shall be based upon the total student number of students who sat for the assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B.

Appendix B
Local Measures - Principals
All schools except K – 2 Schools and other buildings which may not receive state growth scores

HEDI Points	% Change
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-3.1 to -4.0
5	-2.1 to -3.0
6	-1.1 to -2.0
7	-0.1 to -1.0
8	0
Effective	
9	0.1 to 0.6
10	0.7 to 1.6
11	1.7 to 2.4
12	2.5 to 2.9
13	3.0 to 3.4
14	3.5 to 3.9
15	4.0 to 4.4
16	4.5 to 4.9
17	
Highly Effective	
18	5.0-5.4
19	5.5-5.9
20	6.0 and greater

**APPENDIX B
Local Measures**

K – 2 Schools and other buildings which may not receive state growth scores

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Chart 2:
Explanation of Low / Mid/ High at Each Level

English Language Arts 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 ELA</i>	148 - 200	201 - 260	261 - 290	291 - 300	301 - 309	310 - 319	320 - 333	334 - 346	347 - 357	358-380	381 - 405	406-423
<i>Grade 4 ELA</i>	139 - 189	190-245	246-286	287 - 298	299- 309	310-319	320-327	328-334	335-342	343-366	367-387	388-412
<i>Grade 5 ELA</i>	116-165	166-226	227-288	289-299	300-309	310-319	320-328	329-339	340 - 345	346-372	373-399	400-425
<i>Grade 6 ELA</i>	112-169	170-244	245-282	283-293	294-305	306-319	320-325	326 -331	332-337	338 - 364	365 - 390	391-412
<i>Grade 7 ELA</i>	103 - 165	166- 225	226 - 286	287 - 297	298-308	309-317	318-327	328-338	339 - 346	347 - 369	370 - 395	396-413
<i>Grade 8 ELA</i>	100- 160	161-220	221 - 283	284- 294	295-305	306-315	316 - 325	326-334	335-342	343- 369	370- 405	406-417

Mathematics 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 Math</i>	139 - 187	188 - 234	235-284	285-294	295-300	301-313	314-320	321-330	331-339	340-358	359-377	378-394
<i>Grade 4 Math</i>	126-175	176-231	232-282	283-292	293-300	301-313	314-324	325-331	332-340	341-361	362-382	383-402
<i>Grade 5 Math</i>	126-182	183-245	246-293	294-304	305-309	310-318	319-327	328-335	336-345	346 - 366	367-387	388-406
<i>Grade 6 Math</i>	119-184	185-231	232-283	284-292	293-305	306-317	318-322	323-331	332-339	340-359	360-379	380-399
<i>Grade 7 Math</i>	133-187	188-234	235-292	293-302	303-311	312-321	322-330	331-338	339-347	348-365	366-383	384-401
<i>Grade 8 Math</i>	119-183	184-232	233-286	287-296	297-308	309-321	322-329	330-339	340-348	349-367	368-386	387-403

Proficiency bands are described above for the previous year NYS 3 – 8 Math and ELA examinations. Bands are separated by approximately 1/3 of each level. If the scale of the tests changed year to year, the same mathematical formula would be used to calculate the proficiency bands (in other words, the bands from year to year are not scale-dependent). Each student has a score placed in one of the above proficiency bands for both Math and ELA. The group score is determined by the average growth as demonstrated by increase in a year to year comparison of students on proficiency bands from previous year. A student moving up in the proficiency band on the subsequent years’ test would show growth in content and competency. (i.e. A student at a Low Level II in Grade 3 ELA and a Mid Level II in Grade 4 ELA would need to grow sufficiently to learn the Grade 4 content at the higher proficiency level. A student who grew sufficiently in content to remain at the same proficiency level from year to year would not move up on the chart.)

Chart 3:
Illustrious Example of Change of Average Regents Score (1st time test takers, 2nd time test takers and multiple time test takers).

School Name	Examination	Average Test Score in building 12 - 13	Proficiency Band	Number of Students Represented
High School A	Regents ELA	66.93	1st time test takers	152
High School A	Regents ELA	68.92	2nd time test takers	37
High School A	Regents ELA	59.29	Multiple time test takers	24
High School A	Regents US History&Gov't	68.27	1st time test takers	98
High School A	Regents US History&Gov't	65.03	2nd time test takers	66
High School A	Regents US History&Gov't	63.97	Multiple time test takers	33
High School A	Regents Living Environment	66.62	1st time test takers	155
High School A	Regents Living Environment	63.42	2nd time test takers	67
High School A	Regents Living Environment	59.29	Multiple time test takers	55
High School A	Regents Global History	60.62	1st time test takers	137
High School A	Regents Global History	57.34	2nd time test takers	79
High School A	Regents Global History	62.12	Multiple time test takers	106
High School A	Regents Integrated Algebra	65.39	1st time test takers	121
High School A	Regents Integrated Algebra	65.28	2nd time test takers	134
High School A	Regents Integrated Algebra	63.27	Multiple time test takers	124

The local measure will be calculated based on the change of the Average Regents Score (see above) from year to year. The proficiency bands for this purpose will be 1st time test takers, 2nd time test takers, and multiple time test takers (student's highest test score will be utilized for this purpose). The group measure will be calculated by the rate of change in average score from year to year as applied to Appendix B. Averages for each proficiency band (as described above) will be averaged. The final average will be utilized to calculate the HEDI Score.

Appendix A

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Local 20% Measure – Principals

The following assessments will be used for the local measures component:

Grade/Subject Area	Assessment	Proficiency Band
All grades and subject areas within K-6, 7-8, and K-8 schools	Group goal based upon the New York State 4-8 Math and ELA Assessments	Level 1: Low, Mid, High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2)
All grades and subject areas within 7-12 and 9-12 schools.	Group goal based upon the combined score from the New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	First time test takers Second time test takers Multiple time test takers (Explained in Chart 3)
All grades and subject areas within schools for which no scores are provided for (1) New York State 4-8 Math and ELA Assessments or (2) New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	Group goal based upon locally developed measures	N/A
K – 12 School (School 58)	Group goal based on the growth in scaled score (proficiency) on the NYS 4 – 8 Math and ELA examinations will account for 50% of score. A HEDI rating will be computed for this portion of the score. Group goal based on growth targets (average score) on the New York State Regents Examinations for Algebra I	Level 1: Low, Mid High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2) First time test takers Second time test takers Multiple time test takers (explained in Chart 3) Scores will be averaged

	<p>Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government will account for 50% of the Principal's score. A HEDI rating will be computed for this portion of the score.</p> <p>The final HEDI rating will be the average (equal) of the two HEDI ratings assigned.</p>	<p>equally to determine the final score.</p>
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For K-6, K-8 and 7-8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student's movement from one Proficiency Band to a higher Proficiency Band (i.e. moving from a mid-level 2 to a high-level 2) as compared to a prior assessment. The percent increase in efficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B.

For 7-12 and 9-12 schools, the group HEDI score shall be based upon the increase in student proficiency in the five NYS Regents examinations listed in paragraph 8 above. For purposes of this paragraph, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B. The final HEDI rating for the school shall be the average HEDI points awarded.

The percent increase in efficiency shall be based upon the total student number of students who sat for the assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B.

Appendix B
Local Measures - Principals
All schools except K – 2 Schools and other buildings which may not receive state growth scores

HEDI Points	% Change
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-3.1 to -4.0
5	-2.1 to -3.0
6	-1.1 to -2.0
7	-0.1 to -1.0
8	0
Effective	
9	0.1 to 0.6
10	0.7 to 1.6
11	1.7 to 2.4
12	2.5 to 2.9
13	3.0 to 3.4
14	3.5 to 3.9
15	4.0 to 4.4
16	4.5 to 4.9
17	
Highly Effective	
18	5.0-5.4
19	5.5-5.9
20	6.0 and greater

**APPENDIX B
Local Measures**

K – 2 Schools and other buildings which may not receive state growth scores

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Chart 2:
Explanation of Low / Mid/ High at Each Level

English Language Arts 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 ELA</i>	148 - 200	201 - 260	261 - 290	291 - 300	301 - 309	310 - 319	320 - 333	334 - 346	347 - 357	358-380	381 - 405	406-423
<i>Grade 4 ELA</i>	139 - 189	190-245	246-286	287 - 298	299- 309	310-319	320-327	328-334	335-342	343-366	367-387	388-412
<i>Grade 5 ELA</i>	116-165	166-226	227-288	289-299	300-309	310-319	320-328	329-339	340 - 345	346-372	373-399	400-425
<i>Grade 6 ELA</i>	112-169	170-244	245-282	283-293	294-305	306-319	320-325	326 -331	332-337	338 - 364	365 - 390	391-412
<i>Grade 7 ELA</i>	103 - 165	166- 225	226 - 286	287 - 297	298-308	309-317	318-327	328-338	339 - 346	347 - 369	370 - 395	396-413
<i>Grade 8 ELA</i>	100- 160	161-220	221 - 283	284- 294	295-305	306-315	316 - 325	326-334	335-342	343- 369	370- 405	406-417

Mathematics 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 Math</i>	139 - 187	188 - 234	235-284	285-294	295-300	301-313	314-320	321-330	331-339	340-358	359-377	378-394
<i>Grade 4 Math</i>	126-175	176-231	232-282	283-292	293-300	301-313	314-324	325-331	332-340	341-361	362-382	383-402
<i>Grade 5 Math</i>	126-182	183-245	246-293	294-304	305-309	310-318	319-327	328-335	336-345	346 - 366	367-387	388-406
<i>Grade 6 Math</i>	119-184	185-231	232-283	284-292	293-305	306-317	318-322	323-331	332-339	340-359	360-379	380-399
<i>Grade 7 Math</i>	133-187	188-234	235-292	293-302	303-311	312-321	322-330	331-338	339-347	348-365	366-383	384-401
<i>Grade 8 Math</i>	119-183	184-232	233-286	287-296	297-308	309-321	322-329	330-339	340-348	349-367	368-386	387-403

Proficiency bands are described above for the previous year NYS 3 – 8 Math and ELA examinations. Bands are separated by approximately 1/3 of each level. If the scale of the tests changed year to year, the same mathematical formula would be used to calculate the proficiency bands (in other words, the bands from year to year are not scale-dependent). Each student has a score placed in one of the above proficiency bands for both Math and ELA. The group score is determined by the average growth as demonstrated by increase in a year to year comparison of students on proficiency bands from previous year. A student moving up in the proficiency band on the subsequent years’ test would show growth in content and competency. (i.e. A student at a Low Level II in Grade 3 ELA and a Mid Level II in Grade 4 ELA would need to grow sufficiently to learn the Grade 4 content at the higher proficiency level. A student who grew sufficiently in content to remain at the same proficiency level from year to year would not move up on the chart.)

Chart 3:
Illustrious Example of Change of Average Regents Score (1st time test takers, 2nd time test takers and multiple time test takers).

School Name	Examination	Average Test Score in building 12 - 13	Proficiency Band	Number of Students Represented
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High School A	Regents ELA	68.92	2nd time test takers	37
High School A	Regents ELA	59.29	Multiple time test takers	24
High School A	Regents US History&Gov't	68.27	1st time test takers	98
High School A	Regents US History&Gov't	65.03	2nd time test takers	66
High School A	Regents US History&Gov't	63.97	Multiple time test takers	33
High School A	Regents Living Environment	66.62	1st time test takers	155
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High School A	Regents Integrated Algebra	65.28	2nd time test takers	134
High School A	Regents Integrated Algebra	63.27	Multiple time test takers	124

The local measure will be calculated based on the change of the Average Regents Score (see above) from year to year. The proficiency bands for this purpose will be 1st time test takers, 2nd time test takers, and multiple time test takers (student's highest test score will be utilized for this purpose). The group measure will be calculated by the rate of change in average score from year to year as applied to Appendix B. Averages for each proficiency band (as described above) will be averaged. The final average will be utilized to calculate the HEDI Score.

Local Measures

8. The Local Measures shall comprise 20% of a Principal's overall evaluation, where there is no State provided, Value Added Measure for the State Growth subcomponent, and shall comprise 15% of a Principal's overall evaluation where the State provides a Value Added Measure for the State Growth subcomponent of the APPR. The scoring bands for Local Measures are as follows:

15 Points

Rating	Scoring Band
Highly Effective	14-15
Effective	8-13
Developing	3-7
Ineffective	0-2

20 Points

Rating	Scoring Band
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

Appendix A

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Local 20% Measure – Principals

The following assessments will be used for the local measures component:

Grade/Subject Area	Assessment	Proficiency Band
All grades and subject areas within K-6, 7-8, and K-8 schools	Group goal based upon the New York State 4-8 Math and ELA Assessments	Level 1: Low, Mid, High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2)
All grades and subject areas within 7-12 and 9-12 schools.	Group goal based upon the combined score from the New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	First time test takers Second time test takers Multiple time test takers (Explained in Chart 3)
All grades and subject areas within schools for which no scores are provided for (1) New York State 4-8 Math and ELA Assessments or (2) New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	Group goal based upon locally developed measures	N/A
K – 12 School (School 58)	Group goal based on the growth in scaled score (proficiency) on the NYS 4 – 8 Math and ELA examinations will account for 50% of score. A HEDI rating will be computed for this portion of the score. Group goal based on growth targets (average score) on the New York State Regents Examinations for Algebra I	Level 1: Low, Mid High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2) First time test takers Second time test takers Multiple time test takers (explained in Chart 3) Scores will be averaged

	<p>Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government will account for 50% of the Principal's score. A HEDI rating will be computed for this portion of the score.</p> <p>The final HEDI rating will be the average (equal) of the two HEDI ratings assigned.</p>	<p>equally to determine the final score.</p>
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For K-6, K-8 and 7-8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student's movement from one Proficiency Band to a higher Proficiency Band (i.e. moving from a mid-level 2 to a high-level 2) as compared to a prior assessment. The percent increase in efficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B.

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Appendix B
Local Measures - Principals
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7	-0.1 to -1.0
8	0
Effective	
9	0.1 to 0.6
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K – 2 Schools and other buildings which may not receive state growth scores

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7	59-60
8	61-64
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10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
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Highly Effective	
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Explanation of Low / Mid/ High at Each Level

English Language Arts 2013-14 Scaled Scores

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Mathematics 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
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<i>Grade 6 Math</i>	119-184	185-231	232-283	284-292	293-305	306-317	318-322	323-331	332-339	340-359	360-379	380-399
<i>Grade 7 Math</i>	133-187	188-234	235-292	293-302	303-311	312-321	322-330	331-338	339-347	348-365	366-383	384-401
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High School A	Regents ELA	59.29	Multiple time test takers	24
High School A	Regents US History&Gov't	68.27	1st time test takers	98
High School A	Regents US History&Gov't	65.03	2nd time test takers	66
High School A	Regents US History&Gov't	63.97	Multiple time test takers	33
High School A	Regents Living Environment	66.62	1st time test takers	155
High School A	Regents Living Environment	63.42	2nd time test takers	67
High School A	Regents Living Environment	59.29	Multiple time test takers	55
High School A	Regents Global History	60.62	1st time test takers	137
High School A	Regents Global History	57.34	2nd time test takers	79
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High School A	Regents Integrated Algebra	65.39	1st time test takers	121
High School A	Regents Integrated Algebra	65.28	2nd time test takers	134
High School A	Regents Integrated Algebra	63.27	Multiple time test takers	124

The local measure will be calculated based on the change of the Average Regents Score (see above) from year to year. The proficiency bands for this purpose will be 1st time test takers, 2nd time test takers, and multiple time test takers (student’s highest test score will be utilized for this purpose). The group measure will be calculated by the rate of change in average score from year to year as applied to Appendix B. Averages for each proficiency band (as described above) will be averaged. The final average will be utilized to calculate the HEDI Score.

Appendix A

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Local 20% Measure – Principals

The following assessments will be used for the local measures component:

Grade/Subject Area	Assessment	Proficiency Band
All grades and subject areas within K-6, 7-8, and K-8 schools	Group goal based upon the New York State 4-8 Math and ELA Assessments	Level 1: Low, Mid, High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2)
All grades and subject areas within 7-12 and 9-12 schools.	Group goal based upon the combined score from the New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	First time test takers Second time test takers Multiple time test takers (Explained in Chart 3)
All grades and subject areas within schools for which no scores are provided for (1) New York State 4-8 Math and ELA Assessments or (2) New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	Group goal based upon locally developed measures	N/A
K – 12 School (School 58)	Group goal based on the growth in scaled score (proficiency) on the NYS 4 – 8 Math and ELA examinations will account for 50% of score. A HEDI rating will be computed for this portion of the score. Group goal based on growth targets (average score) on the New York State Regents Examinations for Algebra I	Level 1: Low, Mid High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2) First time test takers Second time test takers Multiple time test takers (explained in Chart 3) Scores will be averaged

	<p>Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government will account for 50% of the Principal's score. A HEDI rating will be computed for this portion of the score.</p> <p>The final HEDI rating will be the average (equal) of the two HEDI ratings assigned.</p>	<p>equally to determine the final score.</p>
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For K-6, K-8 and 7-8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student's movement from one Proficiency Band to a higher Proficiency Band (i.e. moving from a mid-level 2 to a high-level 2) as compared to a prior assessment. The percent increase in efficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B.

For 7-12 and 9-12 schools, the group HEDI score shall be based upon the increase in student proficiency in the five NYS Regents examinations listed in paragraph 8 above. For purposes of this paragraph, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B. The final HEDI rating for the school shall be the average HEDI points awarded.

The percent increase in efficiency shall be based upon the total student number of students who sat for the assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B.

Appendix B
Local Measures - Principals
All schools except K – 2 Schools and other buildings which may not receive state growth scores

HEDI Points	% Change
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-3.1 to -4.0
5	-2.1 to -3.0
6	-1.1 to -2.0
7	-0.1 to -1.0
8	0
Effective	
9	0.1 to 0.6
10	0.7 to 1.6
11	1.7 to 2.4
12	2.5 to 2.9
13	3.0 to 3.4
14	3.5 to 3.9
15	4.0 to 4.4
16	4.5 to 4.9
17	
Highly Effective	
18	5.0-5.4
19	5.5-5.9
20	6.0 and greater

**APPENDIX B
Local Measures**

K – 2 Schools and other buildings which may not receive state growth scores

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Chart 2:
Explanation of Low / Mid/ High at Each Level

English Language Arts 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 ELA</i>	148 - 200	201 - 260	261 - 290	291 - 300	301 - 309	310 - 319	320 - 333	334 - 346	347 - 357	358-380	381 - 405	406-423
<i>Grade 4 ELA</i>	139 - 189	190-245	246-286	287 - 298	299- 309	310-319	320-327	328-334	335-342	343-366	367-387	388-412
<i>Grade 5 ELA</i>	116-165	166-226	227-288	289-299	300-309	310-319	320-328	329-339	340 - 345	346-372	373-399	400-425
<i>Grade 6 ELA</i>	112-169	170-244	245-282	283-293	294-305	306-319	320-325	326 -331	332-337	338 - 364	365 - 390	391-412
<i>Grade 7 ELA</i>	103 - 165	166- 225	226 - 286	287 - 297	298-308	309-317	318-327	328-338	339 - 346	347 - 369	370 - 395	396-413
<i>Grade 8 ELA</i>	100- 160	161-220	221 - 283	284- 294	295-305	306-315	316 - 325	326-334	335-342	343- 369	370- 405	406-417

Mathematics 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 Math</i>	139 - 187	188 - 234	235-284	285-294	295-300	301-313	314-320	321-330	331-339	340-358	359-377	378-394
<i>Grade 4 Math</i>	126-175	176-231	232-282	283-292	293-300	301-313	314-324	325-331	332-340	341-361	362-382	383-402
<i>Grade 5 Math</i>	126-182	183-245	246-293	294-304	305-309	310-318	319-327	328-335	336-345	346 - 366	367-387	388-406
<i>Grade 6 Math</i>	119-184	185-231	232-283	284-292	293-305	306-317	318-322	323-331	332-339	340-359	360-379	380-399
<i>Grade 7 Math</i>	133-187	188-234	235-292	293-302	303-311	312-321	322-330	331-338	339-347	348-365	366-383	384-401
<i>Grade 8 Math</i>	119-183	184-232	233-286	287-296	297-308	309-321	322-329	330-339	340-348	349-367	368-386	387-403

Proficiency bands are described above for the previous year NYS 3 – 8 Math and ELA examinations. Bands are separated by approximately 1/3 of each level. If the scale of the tests changed year to year, the same mathematical formula would be used to calculate the proficiency bands (in other words, the bands from year to year are not scale-dependent). Each student has a score placed in one of the above proficiency bands for both Math and ELA. The group score is determined by the average growth as demonstrated by increase in a year to year comparison of students on proficiency bands from previous year. A student moving up in the proficiency band on the subsequent years’ test would show growth in content and competency. (i.e. A student at a Low Level II in Grade 3 ELA and a Mid Level II in Grade 4 ELA would need to grow sufficiently to learn the Grade 4 content at the higher proficiency level. A student who grew sufficiently in content to remain at the same proficiency level from year to year would not move up on the chart.)

Chart 3:
Illustrious Example of Change of Average Regents Score (1st time test takers, 2nd time test takers and multiple time test takers).

School Name	Examination	Average Test Score in building 12 - 13	Proficiency Band	Number of Students Represented
High School A	Regents ELA	66.93	1st time test takers	152
High School A	Regents ELA	68.92	2nd time test takers	37
High School A	Regents ELA	59.29	Multiple time test takers	24
High School A	Regents US History&Gov't	68.27	1st time test takers	98
High School A	Regents US History&Gov't	65.03	2nd time test takers	66
High School A	Regents US History&Gov't	63.97	Multiple time test takers	33
High School A	Regents Living Environment	66.62	1st time test takers	155
High School A	Regents Living Environment	63.42	2nd time test takers	67
High School A	Regents Living Environment	59.29	Multiple time test takers	55
High School A	Regents Global History	60.62	1st time test takers	137
High School A	Regents Global History	57.34	2nd time test takers	79
High School A	Regents Global History	62.12	Multiple time test takers	106
High School A	Regents Integrated Algebra	65.39	1st time test takers	121
High School A	Regents Integrated Algebra	65.28	2nd time test takers	134
High School A	Regents Integrated Algebra	63.27	Multiple time test takers	124

The local measure will be calculated based on the change of the Average Regents Score (see above) from year to year. The proficiency bands for this purpose will be 1st time test takers, 2nd time test takers, and multiple time test takers (student's highest test score will be utilized for this purpose). The group measure will be calculated by the rate of change in average score from year to year as applied to Appendix B. Averages for each proficiency band (as described above) will be averaged. The final average will be utilized to calculate the HEDI Score.

Local Measures

8. The Local Measures shall comprise 20% of a Principal's overall evaluation, where there is no State provided, Value Added Measure for the State Growth subcomponent, and shall comprise 15% of a Principal's overall evaluation where the State provides a Value Added Measure for the State Growth subcomponent of the APPR. The scoring bands for Local Measures are as follows:

15 Points

Rating	Scoring Band
Highly Effective	14-15
Effective	8-13
Developing	3-7
Ineffective	0-2

20 Points

Rating	Scoring Band
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

Appendix A

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Local 20% Measure – Principals

The following assessments will be used for the local measures component:

Grade/Subject Area	Assessment	Proficiency Band
All grades and subject areas within K-6, 7-8, and K-8 schools	Group goal based upon the New York State 4-8 Math and ELA Assessments	Level 1: Low, Mid, High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2)
All grades and subject areas within 7-12 and 9-12 schools.	Group goal based upon the combined score from the New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	First time test takers Second time test takers Multiple time test takers (Explained in Chart 3)
All grades and subject areas within schools for which no scores are provided for (1) New York State 4-8 Math and ELA Assessments or (2) New York State Regents Examinations for Algebra I Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government	Group goal based upon locally developed measures	N/A
K – 12 School (School 58)	Group goal based on the growth in scaled score (proficiency) on the NYS 4 – 8 Math and ELA examinations will account for 50% of score. A HEDI rating will be computed for this portion of the score. Group goal based on growth targets (average score) on the New York State Regents Examinations for Algebra I	Level 1: Low, Mid High Level 2: Low, Mid, High Level 3: Low, Mid, High Level 4: Low, Mid, High (Explained in Chart 2) First time test takers Second time test takers Multiple time test takers (explained in Chart 3) Scores will be averaged

	<p>Comprehensive Core, Comprehensive English Language Arts or Common Core ELA, Living Environment, Global History, and United States History and Government will account for 50% of the Principal's score. A HEDI rating will be computed for this portion of the score.</p> <p>The final HEDI rating will be the average (equal) of the two HEDI ratings assigned.</p>	<p>equally to determine the final score.</p>
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For K-6, K-8 and 7-8 schools, the group HEDI score shall be based upon the increase in actual student proficiency in the NYS ELA and Math assessments. An increase in student proficiency shall be defined as a student's movement from one Proficiency Band to a higher Proficiency Band (i.e. moving from a mid-level 2 to a high-level 2) as compared to a prior assessment. The percent increase in efficiency shall be based upon the total number of students who sat for the 4-8 NYS ELA and/or Math assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B.

For 7-12 and 9-12 schools, the group HEDI score shall be based upon the increase in student proficiency in the five NYS Regents examinations listed in paragraph 8 above. For purposes of this paragraph, an increase in student proficiency shall mean an increase in the average test score for each examination. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B. The final HEDI rating for the school shall be the average HEDI points awarded.

The percent increase in efficiency shall be based upon the total student number of students who sat for the assessment and the number of students who had increased proficiency. HEDI points shall be awarded for each assessment and Proficiency Band based upon the table in Appendix B.

Appendix B
Local Measures - Principals
All schools except K – 2 Schools and other buildings which may not receive state growth scores

HEDI Points	% Change
Ineffective	
0	-7.1 or lower
1	-6.1 to -7.0
2	-5.1 to -6.0
Developing	
3	-4.1 to -5.0
4	-3.1 to -4.0
5	-2.1 to -3.0
6	-1.1 to -2.0
7	-0.1 to -1.0
8	0
Effective	
9	0.1 to 0.6
10	0.7 to 1.6
11	1.7 to 2.4
12	2.5 to 2.9
13	3.0 to 3.4
14	3.5 to 3.9
15	4.0 to 4.4
16	4.5 to 4.9
17	
Highly Effective	
18	5.0-5.4
19	5.5-5.9
20	6.0 and greater

**APPENDIX B
Local Measures**

K – 2 Schools and other buildings which may not receive state growth scores

HEDI Points	% Students Meeting Targets
Ineffective	
0	0-20
1	21-30
2	31-40
Developing	
3	41-45
4	46-50
5	51-55
6	56-58
7	59-60
8	61-64
Effective	
9	65-67
10	68-69
11	70-71
12	72-73
13	74-75
14	76-77
15	78-79
16	80-81
17	82-84
Highly Effective	
18	85-90
19	91-95
20	96-100

Chart 2:
Explanation of Low / Mid/ High at Each Level

English Language Arts 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 ELA</i>	148 - 200	201 - 260	261 - 290	291 - 300	301 - 309	310 - 319	320 - 333	334 - 346	347 - 357	358-380	381 - 405	406-423
<i>Grade 4 ELA</i>	139 - 189	190-245	246-286	287 - 298	299- 309	310-319	320-327	328-334	335-342	343-366	367-387	388-412
<i>Grade 5 ELA</i>	116-165	166-226	227-288	289-299	300-309	310-319	320-328	329-339	340 - 345	346-372	373-399	400-425
<i>Grade 6 ELA</i>	112-169	170-244	245-282	283-293	294-305	306-319	320-325	326 -331	332-337	338 - 364	365 - 390	391-412
<i>Grade 7 ELA</i>	103 - 165	166- 225	226 - 286	287 - 297	298-308	309-317	318-327	328-338	339 - 346	347 - 369	370 - 395	396-413
<i>Grade 8 ELA</i>	100- 160	161-220	221 - 283	284- 294	295-305	306-315	316 - 325	326-334	335-342	343- 369	370- 405	406-417

Mathematics 2013-14 Scaled Scores

	Level 1			Level 2			Level 3			Level 4		
	Low 1	Mid 1	High 1	Low 2	Mid 2	High 2	Low 3	Mid 3	High 3	Low 4	Mid 4	High 4
<i>Grade 3 Math</i>	139 - 187	188 - 234	235-284	285-294	295-300	301-313	314-320	321-330	331-339	340-358	359-377	378-394
<i>Grade 4 Math</i>	126-175	176-231	232-282	283-292	293-300	301-313	314-324	325-331	332-340	341-361	362-382	383-402
<i>Grade 5 Math</i>	126-182	183-245	246-293	294-304	305-309	310-318	319-327	328-335	336-345	346 - 366	367-387	388-406
<i>Grade 6 Math</i>	119-184	185-231	232-283	284-292	293-305	306-317	318-322	323-331	332-339	340-359	360-379	380-399
<i>Grade 7 Math</i>	133-187	188-234	235-292	293-302	303-311	312-321	322-330	331-338	339-347	348-365	366-383	384-401
<i>Grade 8 Math</i>	119-183	184-232	233-286	287-296	297-308	309-321	322-329	330-339	340-348	349-367	368-386	387-403

Proficiency bands are described above for the previous year NYS 3 – 8 Math and ELA examinations. Bands are separated by approximately 1/3 of each level. If the scale of the tests changed year to year, the same mathematical formula would be used to calculate the proficiency bands (in other words, the bands from year to year are not scale-dependent). Each student has a score placed in one of the above proficiency bands for both Math and ELA. The group score is determined by the average growth as demonstrated by increase in a year to year comparison of students on proficiency bands from previous year. A student moving up in the proficiency band on the subsequent years’ test would show growth in content and competency. (i.e. A student at a Low Level II in Grade 3 ELA and a Mid Level II in Grade 4 ELA would need to grow sufficiently to learn the Grade 4 content at the higher proficiency level. A student who grew sufficiently in content to remain at the same proficiency level from year to year would not move up on the chart.)

Chart 3:
Illustrious Example of Change of Average Regents Score (1st time test takers, 2nd time test takers and multiple time test takers).

School Name	Examination	Average Test Score in building 12 - 13	Proficiency Band	Number of Students Represented
High School A	Regents ELA	66.93	1st time test takers	152
High School A	Regents ELA	68.92	2nd time test takers	37
High School A	Regents ELA	59.29	Multiple time test takers	24
High School A	Regents US History&Gov't	68.27	1st time test takers	98
High School A	Regents US History&Gov't	65.03	2nd time test takers	66
High School A	Regents US History&Gov't	63.97	Multiple time test takers	33
High School A	Regents Living Environment	66.62	1st time test takers	155
High School A	Regents Living Environment	63.42	2nd time test takers	67
High School A	Regents Living Environment	59.29	Multiple time test takers	55
High School A	Regents Global History	60.62	1st time test takers	137
High School A	Regents Global History	57.34	2nd time test takers	79
High School A	Regents Global History	62.12	Multiple time test takers	106
High School A	Regents Integrated Algebra	65.39	1st time test takers	121
High School A	Regents Integrated Algebra	65.28	2nd time test takers	134
High School A	Regents Integrated Algebra	63.27	Multiple time test takers	124

The local measure will be calculated based on the change of the Average Regents Score (see above) from year to year. The proficiency bands for this purpose will be 1st time test takers, 2nd time test takers, and multiple time test takers (student's highest test score will be utilized for this purpose). The group measure will be calculated by the rate of change in average score from year to year as applied to Appendix B. Averages for each proficiency band (as described above) will be averaged. The final average will be utilized to calculate the HEDI Score.

Principal Other Measures Chart Appendix C

Rubric Score	Subcomponent Points
Ineffective	
1.00	0
1.01	1
1.02	2
1.03	3
1.04	4
1.05	5
1.06	6
1.07	7
1.08	8
1.09	9
1.10	10
1.11	11
1.12	12
1.13	13
1.14	14
1.15	15
1.16	16
1.17	17
1.18	18
1.19	19
1.20	20
1.21	21

1.22	22
1.23	23
1.24	24
1.25	25
1.26	26
1.27	27
1.28	28
1.29	29
1.30	30
1.31	31
1.32	32
1.33	33
1.34	34
1.35	35
1.36	36
1.37	37
1.38	38
1.39	39
1.40	40
1.41	41
1.42	42
1.43	43
1.44	44
1.45	45
1.46	46

1.47	47
1.48	48
1.49	49
1.50	50
1.51	51
1.52	52
1.53	53
1.54	54
Developing	
1.55-2.00	55
2.01 -2.50	56
Effective	
2.51-3.00	57
3.01-3.50	58
Highly Effective	
3.51-3.74	59
3.75-4.00	60

Principals receive multiple observations which are recorded by Supervising Administrators on standardized district developed walk through tools. Dimensions of the MMPR are rated. Scores in each of the sub-dimensions are averaged (across observations) together in order to determine the final dimension scores. Final dimension scores are averaged to determine a final rubric score which shall be converted from 0-60 using the chart above.

PRINCIPAL IMPROVEMENT PLAN (PIP)

STATUS

- 1st Year Probationer (Intern)
- 2nd Year Probationer
- 3rd Year Probationer
- Tenured
- Other _____

DATE FINAL EVALUATION CONDUCTED:

The Rules of the Board of Regents (8 NYCRR Part 30-2) require that any building Principal with an annual professional performance review rated as Developing or Ineffective receive a Principal Improvement Plan. A PIP should be developed in consultation with the Principal and, if requested, union representation. A PIP is not a disciplinary action. At the end of 10 months, the Principal, administrator and mentor (if one has been assigned), and a union representative (if requested by the Principal) shall meet to assess the effectiveness of the PIP in assisting the Principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Principal: _____

Observation Date: _____ Position: _____

Observer: _____ School/Location _____

Insert below any domain below that is rated as Developing or Ineffective.

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the Principal’s improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to support improvement	How will the improvement be assessed?	Timeline

Signature of Principal: _____

Date: _____

Signature of Supervisor: _____

Date: _____

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

6/12/2015 6/16/2015 (B. L. V. J. C. S. U.)

[Handwritten Signature]

Teachers Union President Signature: Date:

[Handwritten Signature] *6-16-15*

Administrative Union President Signature: Date:

[Handwritten Signature] ~~*6-12-15*~~ *6-16-15 (S)*

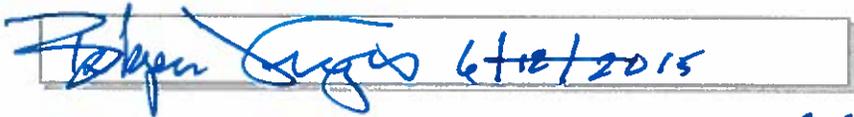
Board of Education President Signature: Date:

[Handwritten Signature] *6-16-15*

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

 6/12/2015

6/12/2015 (B. ... (EJW))